Ferris State University

DIVISION OF STUDENT AFFAIRS

2013-2014 Assessment Highlights

8/11/2014

TABLE OF CONTENTS

INTRODUCTION

Assessment efforts within the Division of Student Affairs at FSU prior to 2002 were inconsistent and narrow in scope. Our efforts included rudimentary customer satisfaction surveys, occasional student activities participation data, and anecdotal impressions based solely on the intuition of staff members. In addition, we neglected to document our assessment efforts. The results were seldom recorded and rarely used to inform improvement in Student Affairs. We did not have a shared sense that assessment was critical at both the departmental and divisional level. There was no coordinated or systematic attempt to develop and maintain a comprehensive assessment program within Student Affairs. A "culture of assessment" within Student Affairs had not yet been developed.

Today, with the leadership of Leroy Wright, Dean of Student Life; 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 her new role as Vice President of Student Affairs in the Spring of 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, the Student Affairs Assessment Committee, Student Affairs Directors, and many others have worked diligently to develop a plethora of ongoing assessment initiatives that you will see highlighted in this year's report.

The current Student Affairs Assessment Committee consists of:

- Nicholas Campau
- Matt Chaney
- Deanna Goldthwait
- Cindy Horn
- George Nagel
- Lisa Ortiz
- Angela Roman
- Kristen Salomonson (co-chair)
- Erik Wessel
- Leroy Wright (co-chair)

All of our departmental and divisional assessment work is an ongoing learning process. We are constantly assessing our assessment initiatives. We have tried numerous ways to develop, chronicle, and share our assessment efforts. The current approach of having each department report on their assessment highlights, the Assessment Buddy Process, Mid-Year Assessment Connections, and our Annual Assessment Review Day have proven effective.

THE FOLLOWING ARE HIGHLIGHTS OF THE ASSESSMENT INITIATIVES FROM THE DIVISION OF STUDENT AFFAIRS FOR THE 2013-2014 ACADEMIC YEAR:

Admissions (Events)

Submitted by: Eric Simone

Part I (Last Year)

What changes did you make as a result of last year's assessment (2012-2013)?

As a result of last year's assessments, the "New Student Open House" had a name change and became the, "Admitted Student Open House." This was done to avoid confusion as many students thought a "New Student Open House" was the same as attending "New Student Orientation." This became problematic when the orientation season grew near and some students, who thought they had already attended, did not sign up for the mandatory New Student Orientation. In an effort to improve upon these events from last year, and increase the yield rate of 72% from attended to enrolled students, the Admitted Student Open House gained 5 informational sessions, was expanded to host more students, and added a Saginaw location.

A change in the Dawg Days program also occurred based on assessment. Dawg Days had a logistical change which allowed guests to learn more about the university, as well as enjoy their experience more comfortably. Rather than offer three student question-answer panels that had been dismally attended, we condensed them and only offered one student question-answer panel. This was widely attended and greatly benefited prospective students in attendance. In addition to this session change, the table layout during the open-house style component of the event was completely redesigned. Tables set up for the different colleges were moved in a location that immediately followed the check-in process. This allowed college staff and students to meet up with one another easier. Catering was moved against the west walls of the IRC atrium which allowed for more room for departmental tables and decreased congestion for guests. The final change for the Dawg Days program was that of photo printing. Instead of printing photos after the first session of Brutus and each guest, we started offering a "Photo Party." After guests took a picture with Brutus, the photos were uploaded to Photo Party. Guests were able to visit an iPad Photo Party station to either print, email, Facebook share, or twitter post their photo. Guests were able to choose any or all of the options for a more interactive experience. It has been received positively.

Part II (Current Year)

What are your Assessment Highlights for the current year (2013-2014)?

Assessment Area (1 of 2): Admitted Student Open House

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

During the Admitted Student Open House, we wanted to assess student satisfaction, the number of students in attendance, and the number of students yielded from the event. This data was collected via emailing surveys to the students who attended the event, asking for their feedback in regards to each informational session they attended at the event, as well as the overall event. The response rate to the surveys averaged approximately 40% of the population across the series. We sent out 327 surveys total and hoped to see an increase in satisfaction with the changes made to the structure of the events. Student input will be used to modify the event for the upcoming year.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Customer Satisfaction
- Student Learning Outcomes

Assessment Results:

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

- **Participation-** In regards to participation, the Admitted Student Open House event series had a total of 327 students attend. This is 13 attendees more than in 2013. Total guests have increased from 625 in 2013 to 823 in 2014, an increase of 198 guests (31.7%). 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. At last inspection, at the end of June 2014, 80% of those who had attended an Admitted Student Open House had signed up for orientation. In 2013, 72% of students who attended a New Student Open House were enrolled at fourth day count. We are hoping this percentage increases based on the high percentage of students who have signed up for orientation.

- **Customer Satisfaction-** With regards to customer satisfaction, survey results strongly indicate that students and guests were very satisfied with the event as a whole, as well as the informational sessions offered. The informational sessions touched on topics dealing with student life, residence life, financial aid, student & parent Q&A, alumni success stories, and a virtual tour of the campus. We had many excited students waiting to start their academic career at the university. Overall results were better received in 2014 than 2013.

- **Student Learning Outcomes-** When asked, "Did you learn anything new about Ferris State University?" in surveys, students had excellent responses, ranging from topics covered in the informational sessions, to more generic statements such as, "the importance of receiving an education at Ferris." Some students found other students to room with at the event and made statements such as, "I learned from the students that professors are extremely helpful, and … that you make new friends faster than you think." Below are some consistent themes in the qualitative data:
    - "I learned a lot about the events, activities, and RSOs Ferris has to offer."
    - "I learned more about the Honors program, which was very helpful."
    - "I learned more about scholarships and financial aid."
    - "I learned about the residence halls and offices like OMSS and Center for Latino Studies."
    - "I learned about the importance of MyFSU."

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?

Despite the large increase in guests, the difference in students attending the Admitted Student Open House series was only up by 14. It will be beneficial to look into this, taking into consideration that the 2014 series spanned over 5 events as opposed to 3 in 2013. Although the 2014 series was plagued by bad weather which impacted many of the earlier events, it is worth noting that the March 29th event hosted 120 students along with an additional 224 guests. As a result of the lesser attended events held in early to mid-February, perhaps Enrollment Services should look into postponing some of the events until late February or March if possible. This may avoid expensive event investments impacted with minimal returns due to weather forecasts.

The format of the event is likely to stay the same based on the successes. In the future, we will review locating younger alumni to speak at the alumni success stories sessions, as this is something consistently mentioned in some of the survey results in terms of improvement. Aside from that, customer satisfaction and student learning outcomes were on par with what we had hoped to gain from the events.

<u>Assessment Area (2 of 2): Dawg Days</u>

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

During the Dawg Days program, we assessed customer satisfaction through email survey responses. The response rate averaged approximately 40% of the 621 surveys sent across the series. We also assessed the attendance rate of the events and will be looking at the yield of students attending Dawg Days who enroll in class during their respective entry term.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Customer Satisfaction

Assessment Results:

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

- **Participation-** In regards to participation, we had 621 students attend the event series in 2013-2014 compared to 536 in 2012-2013, an increase of 85 students (15.8%). We attribute this to improved date selection, an increase in awareness, and improved organization. Total number of attended students and guests in 2013-2014 was 1612, up from the previous 1524 in 2012-2013. This was an increase of 88 guests (5.8%). To truly determine the yield of attendance from Dawg Days to enrollment, we must research a two-year cycle. After 1 year, the 2012-2013 Dawg Days yielded 36.94% of students attended. We hope to see an increase this year based on how well the event was received by students. One session that was poorly attended was the transfer presentation, averaging roughly 10-15 total guests each Dawg Day.

- **Customer Satisfaction-** In regards to customer satisfaction determined by electronic surveys received and returned by students after the event, it is apparent that Dawg Days had very high satisfaction rates. Guests' concerns from the previous season of Dawg Days were listened to and addressed. These concerns include not having enough people in the student Q&A panels, needing more time to meet with colleges, and wanting to see a better floor plan to reduce congestion. Additionally tour guides received additional training to ensure this aspect of the event was held to a high standard. The average rating for information provided throughout the tour was 3.675 out of 4 (91.9%) for the six events. This is comparable to the average rating in 2012-2013 at 3.703 out of 4 (92.6%). While quantitatively these ratings look the same and also represent the metrics at each presentation similarly, the qualitative feedback received in 2013-2014 had more positive comments and less critiques about the event.

It was not uncommon to see qualitative comments such as:

- "Before coming to the Dawg Day experience, my daughter was undecided where she wanted to attend college. Due to the excellent staff, facilities, refreshments, etc., she has made the decision to attend Ferris State University. It was an exceptional day filled with exceptional people. Thank you for the opportunity to come visit and taking the time to make her feel special."

- "Very satisfied with FSU. This reassured me that Ferris is a spectacular atmosphere and can benefit me in many ways."

There were also many compliments of our staff members from colleges and departments, tour guides, admissions staff, the organization of the event, the food, and the implementation of our photo party system.

One comment that was more noticeable in the fall semester compared to the spring semester is the one below:

- "Schedule the event on a day that there is a campus sporting event to attend. At CMU we went to a football game for CMU & You Day, and at NMU there was a hockey game. With nothing going on during Dawg Days, FSU seemed like a pretty boring place to be."

Comments like the one above were not apparent in the spring because Dawg Days fell on the same dates as The Big Event and Ferris Fest.

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 assessments, we plan to continue operating Dawg Days similarly with a few small tweaks, such as changing the low attended transfer presentation to a pre-event transfer student workshop scheduled in the morning. This would allow students to freely walk in and get one-on-one advice. This would also open up their schedule so they could attend other valuable sessions. This seems like it would be more beneficial to the students since the transfer student presentation often turned into one-on-one assistance sessions.

Another change that will occur is the addition of a Dawg Day event on November 8, 2014 during fall semester, which would allow students to attend a football game. This will benefit our prospective students and Enrollment Services in having a collaborative relationship with Athletics. This is an affordable venue for Enrollment Services and could lead to an increase in our number of enrolled students in the 2015-2016 academic year.

Part III (Next Year)

What continuing or new assessment activities are you targeting next year (2014-2015)?

Moving forward, we are looking at continuing assessment efforts for participation and customer satisfaction; however, we would like to look into more specific impacting components such as changing our venue to the new University Center for Dawg Days, Admitted Student Open Houses, and Orientation. We will also see if the yield for students enrolled versus students accepted is impacted. Ideally, we would like to see our current metrics increased or maintained with the changes.

Admissions (Process)

Submitted by: Charlotte Tetsworth

Part I (Last Year)

What changes did you make as a result of last year's assessment (2012-2013)?

The previous year's assessment was to look at the effectiveness of the checklists created for the Athletics department. This really did not go anywhere as Athletics decided not to use the checklists.

Part II (Current Year)

What are your Assessment Highlights for the current year (2013-2014)?

Assessment Area (1 of 1): Auto-Admit Feature in Banner

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

An attempt to create a more efficient method of admitting a student, using the auto-admit feature in Banner, was revisited.

Assessment Category:

Question: What category does your assessment initiative fall under?

This assessment falls under other or process improvement. We are seeking ways to increase efficiency and to communicate to our students more quickly, which positions us with a faster turnaround time from application to admission.

Assessment Results:

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

In looking at the feature, it was determined the best course of action would be to build individual rules for each program allowing freshman admission. Transfer admission was determined to be too specialized to utilize auto admit. In order to build the rules correctly, a comprehensive list was required of all the programs and their requirements. This list was essentially non-existent and needed to be created with collaboration between Admissions, Registrars, and the college's deans' offices. Once the list was created into a new usable spreadsheet with requirements, rules for each program were built to allow for the auto process of admitting.

By moving students through the process a bit faster and automatically, this allows us to focus on the more in-depth admission decisions, and allows us more time to communicate with our students more effectively. To date, we have admitted 4,333 freshman applications through the auto-admit process. This number represents over half of the freshman admits for 2014, Spring and Fall.

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 order to auto-admit, this year we set a fairly high minimum GPA and ACT standard. I feel that we can further tailor the rules to allow for more admits at a bit lower threshold for some programs. This will increase productivity and further enhance our ability to communicate with our students. This year we were able to decrease the number of staff processing admission decisions, thus freeing up time to focus more on recruitment, communication, and yield.

Part III (Next Year)

What continuing or new assessment activities are you targeting next year (2014-2015)?

The next step in process improvement for admission processing is to look at automating the entry of high school transcripts. There are several vendors to help assist with this process and we need to find the best fit for Ferris.

Admissions (Recruitment)

Submitted by: Angela Garrey

Part I (Last Year)

What changes did you make as a result of last year's assessment (2012-2013)?

We are currently working with our YouVisit partners to update the photos and information. We also had an upgrade to the version out on the mobile and web.

Salesforce/Target X

Part II (Current Year)

What are your Assessment Highlights for the current year (2013-2014)?

Assessment Area (1 of 3): Daily Visits

Question: What are you assessing?

One of the assessments that was determined for recruitment efforts this year was to change a few of our daily visits to specialty visits for the upcoming academic year. We established the first set of specialty days to include the Vistas en Española Days (two in the Fall and four in the Spring). The intent of these particular visits is to offer an all-Spanish version of our Daily Visit including the presentation and the campus tour.

How did you collect this data?

- Surveys
- Email Contact
- Salesforce

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation/Capacity Management

Assessment Results:

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

The result of the assessed outcomes is one that we have embraced and can enhance upon; we needed to make sure to communicate more with specialty organizations. We realized that solely using email as a communication tool was not the only way to get students to this particular specialty programming. The success of the visits came through the networking with Bethany Christian Services and high school counselors. In the Spring, we were able to have a more captive audience for these visits (three students attended in the Fall vs. 25 in the Spring).

We also learned that people who did not speak Spanish still wanted to visit campus, even when we indicated to the potential visitors that the presentation and the tour would be conducted in Spanish.

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 an informal approach, I requested additional information from a high school counselor on how we could improve the visit. She responded with some great feedback, which involved more interaction with current students and the time of the visit. With this information, we have revamped the day to include more interaction with the Center for Latin@ Studies as well as offering the visit at a later time in the day which allows working parents the opportunity to visit with their student. In addition, we explored working closer with multiple organizations within the Hispanic communities across the state, including West Michigan Hispanic Chamber of Commerce, Hispanic Center of West Michigan, and AmeriCorps. We will also continue to communicate to the students and high school counselors more frequently via text messaging and email.

Assessment Area (2 of 3): Target X/Salesforce

Question: What are you assessing?

Target X/Salesforce is the new Customer Relations Management (CRM) tool that we will be using in the future. Last year during assessment, we were in the beginning stages of implementation of Target X/Salesforce, so assessment would have been very limited. As of today, we are fully implemented and have bridged over the data needed to be able to engage with students, parents, and high school counselors in a more impactful way.

How did you collect this data?

Target X /Salesforce – Chatter, Dashboards & Reports

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation Capacity Management

- Customer Service

Assessment Results:

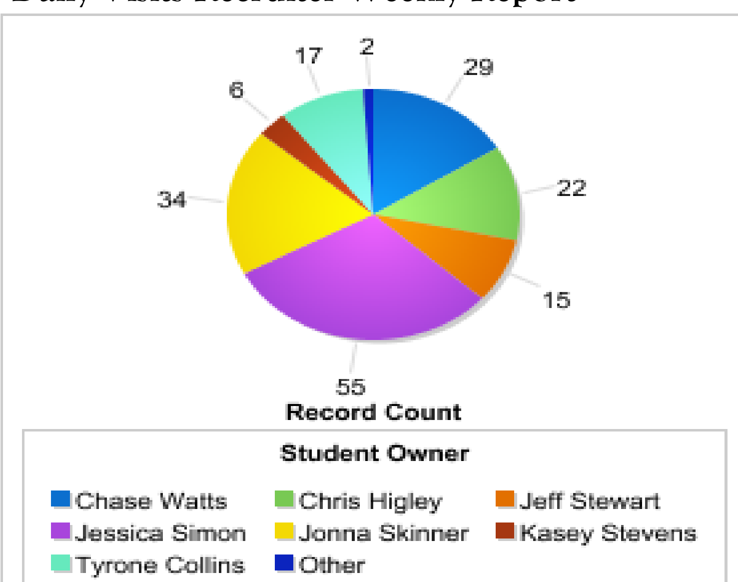
Question: What did you (or your students) learn as a result of what you assessed?

Our staff was able to utilize Target X/Salesforce to help build relationships with the student. Within Salesforce, recruiters were required to create notes in the system highlighting each interaction they have had. If they spoke via phone, email, or face-to-face, information about the conversation would be noted in their record. This is important for the student and staff members in that we can take actions when needed, and it minimizes the student having to repeat information to multiple staffers.

For our recruitment efforts, staff was also able to give up-to-date information on important items while on travel or in the office. The Chatter feature of Salesforce was able to help our staff engage with each other and bring the staff together in a couple of meaningful ways. It is much like Facebook in that it is a great way to communicate, especially for staff members who are on travel for the university. It is used in various ways to engage conversations in a new format; for instance, it has been used to congratulate someone on a job well done, for posting minutes to our recruiter meetings, or for "Music Fridays," where staff can post their favorite song of the week. Communication of the staff amongst their peers have increased substantially.

Reports and Dashboards allow the recruiters to view which students have visited campus on our daily visits or specialty visits. This allows the recruiter to engage with that student and make sure that we are working with the students who express interest in Ferris. We can run reports in real time which shows who signed up for orientation. The below Dashboard is an example of real time information and indicates visitors who have signed up for our daily visit, and which recruiter territory they are from.

Daily Visits Recruiter Weekly Report



Chase Watts, Senior Admissions Recruiter, leads our team in regards to the efforts of our reports and has developed many reports that our office utilizes.

In the future, the recruiters can access this information from their mobile devices (IPAD and Phone). In turn, we can also give real time information to the students and to high school counselors, communicating to them regarding the students who came to 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?

Implementation was not an easy process. We all learned a lot about it. We will continuously improve our knowledge with students through the use of Target X/Salesforce. We will continue to engage with students on a more relationship-building base. This fall, improvements will include more decisions based on the visitations of high schools, the process of scheduling visits, and effectively notifying students of the visit and gaining the inquiry information needed. In addition, recruiters will become more consistent with their notes, including valuable information about the student.

Assessment Area (3 of 3): Virtual Videos

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

Much like the virtual tour, we looked into opportunities using Virtual Video through College Week Live. The vendor offered the opportunity to host four events throughout the year.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation/Capacity Management
- Customer Satisfaction
- Student Learning

Assessment Results:

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

The concept was to have virtual open houses as a tool to yield students who may not be able to visit one of our admit open house dates or a second visit to campus seeking additional information. The virtual information that was presented was to all admitted students and included a spokesperson from Housing; Financial Aid; Center for Leadership, Activities and Career Services; and Admissions. The intent was to be able to answer questions from out-of-state and in-state students. The panel was set up and consisted of a live chat session available for questions and answers. During this virtual open house, students learned about all the areas of campus they may need to know about prior to arriving on campus. Although we had 135 students register for the first event, we only had 22% attend the event. We followed up pre-registration with emails to remind the students that they had signed up for the event. The second event had a better show rate of 49%, and over 49 questions were asked of the 61 people who attended.

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 course of action in this case would be to not use College Week Live in the future for any recruitment activities. Keeping in mind the cost and the time/effort to set up, it really did not benefit us in regards to the yielding component. In addition, a follow-up survey would have been another helpful piece to have after the event.

Part III (Next Year)

What continuing or new assessment activities are you targeting next year (2014-2015)?

Moving forward, we will look at ways to enhance and improve upon our telecommunication campaigns. We have the capability in Salesfore to run an auto campaign on a monthly basis which allows the recruiters to focus on communication efforts to the students we are seeking to recruit.

We will also look into enhancing an image campaign. This campaign will improve the current recruitment cycle and enhance our ongoing efforts in recruiting **all** students to Ferris.

Birkam Health Center (BHC)

Submitted by: Renee Vander Myde

Part I (Last Year)

What changes did you make as a result of last year's assessment (2012-2013)?

From last year's assessment, we learned that the majority of students who do not use the Birkam Health Center (BHC), were either unaware that they could and of its availability, or felt that it cost too much to utilize. For those students reporting they used the BHC, they chose it for convenience, reasonable cost, and trust in the staff and services. Their critique; however, was that the facility looked old, run down, and not well-maintained.

We made several large changes in the BHC as a result of this information. The Interim Vice President of Student Affairs, granted the BHC $62,000 to renovate part of the facility. For renovation purposes, we focused on primary patient areas, such as the exam rooms. We also renovated the receptionist/admissions area where patients are first greeted. We increased our public relations and marketing efforts to include providing coupons for services, free condoms, and a Fall Open House where incoming students and their families were specifically invited to tour the facility, have their blood type tested, enjoy pizza, and get to know the providers and our services.

Part II (Current Year)

What are your Assessment Highlights for the current year (2013-2014)?

<u>Assessment Area (1 of 2): Patient Attendance</u>

Question: What are you assessing?

After making the small and large scale changes to the BHC, we worked with Health Care Administration students and MATH 117 students on a service-learning project which helped us in determining if our efforts to bring in more patients was effective. The students from the math class created an electronic survey to administer, while the health care administration students were given electronic data from our patient visit tracking system to analyze the numbers of patients (new and returning) who came through the BHC during a particular time period. We also collected and tallied coupons used to determine their effectiveness.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Capacity Management

The ultimate goal was to assess whether or not our efforts were bringing in more patients to the BHC.

Assessment Results:

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

We learned that more patients were using the BHC than before. The most dramatic difference for the time period selected, was that of new patients vs. returning patients. We also learned that the coupons using a dollar amount toward a service was not utilized and was not a cost-effective measure. However, the coupon for free condoms was. We collected over 200 coupons from this effort. Finally, the fall Open House was attended by more than 350 individuals. This concluded that the Open House, the coupons, and the renovations were bringing in more patients.

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?

Since the service coupon was not effective, we have chosen not to use it again. In the student surveys, it was indicated over and over again that students liked the renovations and thought the center looked much more professional. Going forward, we would like to generate enough revenue to complete the renovations by updating the patient lobby to match the rest of the center. Staff will also begin wearing job-specific uniforms to help students understand the role of each center employee and to better determine who the medical professionals are.

<u>Assessment Area (2 of 2): Customer Satisfaction</u>

Question: What are you assessing?

In the second assessment area, we focused on point-of-service satisfaction. A one or two question survey was given to every patient at their time of service, and patients were asked to complete it prior to the conclusion of their appointment.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction

The brief point-of-service surveys were used to pin-point daily activities within the center that patients liked, disliked, etc., so that intervention and improvement could be implemented quickly.

Assessment Results:

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

The results of these mini point-of-service surveys were very helpful and overall positive. Questions that were asked ranged in content from how the patient felt when greeted upon of their arrival to how clean the exam room was. There are certain best practice standards that the BHC strives to achieve and these short, quick surveys help us routinely focus on those and address them nearly immediately, should we fall short.

Part III (Next Year)

What continuing or new assessment activities are you targeting next year (2014-2015)?

We will continue to administer the short point-of-service surveys as an ongoing effort to help maintain best practices. In addition, we are planning to create a Wellness Day for students in addition to the Fall Open House. This effort initiates a health goal of prevention. What students learn about health and wellness can be assessed at the time of the day's activities, which is an important part of prevention. In terms of the actual service provision of the BHC, we will be looking at analyzing patient visits and begin tracking most common diagnoses and services rendered in the BHC to better identify the health trends amongst our students.

Budget Management

Submitted by: Deanna Goldthwait

Part I (Last Year)

What changes did you make as a result of last year's assessment (2012-2013)?

Last year I did not present on any assessment for the area of budgeting for the Division of Student Affairs.

Part II (Current Year)

What are your Assessment Highlights for the current year (2013-2014)?

Assessment Area (1 of 2): Telephone Billing

Question: What are you assessing?

This year I assessed the telephone bills for the entire division. I used the telecom billing website to gather the initial data. This allowed me to see all of the open extensions and cell phone lines, and the FOAP they were located under. I then had to go to each area and work with a representative to help identify if the phone line was being used. I also checked the location that it was being charged and determined if the location was correct. Many cell phones were charged to the wrong FOAP. Changes were needed so that the charges were hitting the same place as the payroll deduction amounts.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Other – This assessment was done to correctly identify all that was being spent on telephones and to cut back in any area that we could. I wanted to be able to identify if the division was paying for a service that was not being used. This was done as a way to reduce expenses in the division.

Assessment Results:

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

In several departments, there were savings available. There were lines that could be shut off, and/or lines that were charged to the wrong FOAP. Many areas have a very limited S&E budget, so any savings to the division from this assessment helped the total budget.

Some Examples:

- Personal Counseling Center (PCC) saved $372 annually
- University Center saved $381 annually
- Birkam Health Center saved $744 annually

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?

I think it is important to review this annually as we have various employee turnover in each area. It is crucial to the total budget that we are not paying for phone lines or cell phones that are not being used.

Assessment Area (2 of 2): Budget Structure of PCC & CLACS

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

I did an analysis of the budgets and structures of the Personal Counseling Center and the Center for Leadership, Activities and Career Services. These areas have a very different budget structure than the rest of the division. Most non-general fund areas generate revenue to help support the area. These 2 areas do not generate any income, and most of the funding comes from Auxiliary Enterprises (Housing/Dining). This causes budgetary concerns as employees' positions are covered in these departments, and it is a struggle to know how to cover these positions when the funding structure is fixed, but the salaries are not.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Other –This is a basic assessment to improve the funding structure of problem areas within the division.

Assessment Results:

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

As expected, the data showed that these two areas are struggling to sustain themselves purely on the fixed funding that is provided.

CLACS Student Activities:

- $171,654 in funding for Salaries & Benefits is provided by Auxiliary Enterprises

- $20,000 in funding provided by the Finance Division Student Activity Fee
- **$191,654 Total in funding for Salaries & Benefits**

Under the current model in FY2014, the Student Activities Specialist, the Coordinator of Student Engagement & Leadership, and the Assistant Director positions are funded from this FOAP.
The total salaries and benefits expense is $194,424.

Therefore, it is evident that under the current funding model, there is not enough funding coming into this area to fund these three positions. This deficit continues to grow as salaries and benefit rates increase.

Personal Counseling Center:

- **$349,666 in funding provided by Auxiliary Enterprises for Salaries & Benefits and Operating Budget.**

Under the current model of positions in FY2014, these positions are funded from this FOAP:

- 50% of the director's salary and benefits (the other 50% is charged to BHC)
- two faculty counselors, 50% of salary and benefits of another faculty counselor (the other 50% is charged to general fund)
- one secretary level II

The total salaries and benefits expense is $353,163.

Therefore, it is evident that under the current funding model, there is not enough funding coming into this area to fund all of the listed positions. It allows $0.00 for an operating budget for this area. This also does not help to cover annual increases or any merit or market adjustments that faculty members can receive.

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 information is being shared with many of the top level administrators to help assist our division with a solution. I changed the percentage of the director's salary to 40% in the PCC and 60% in the BHC, as this represented more accurately, the amount of time spent in those respective areas on a daily basis. I also think collaborating as much as possible between departments will benefit them, and may assist with some of the much needed operating budget that is lacking due to budget restraints.

Part III (Next Year)

What continuing or new assessment activities are you targeting next year (2014-2015)?

I would like to have each director share with me, areas that are specific to them in which they would like me to research. Each department has different needs, and may have areas where they may be able to save or make budgetary changes. I will ask the directors to provide me with the assessment items that correlate to their departments.

Center for Leadership, Activities and Career Services (CLACS)

Submitted by: Angela Roman

Part I (Last Year)

What changes did you make as a result of last year's assessment (2012-2013)?

Co-curricular Learning Outcomes- We have been meeting regularly with the Gen Ed task force to share our assessment results as we continue to work on aligning co-curricular learning to the Ferris Learning Outcomes. The Professional Trainee program implemented a Ferris Connect learning shell for the 2013-2014 academic year in order to formally align this co-curricular program to the Ferris Learning Outcomes. We improved 5-Star event promotions in an effort to increase the number of students who attend these programs, as well as added learning outcomes to the 5-Star event attendance registration form. Based on the results of our assessment, it was decided the newsletter did not increase attendance; therefore, we eliminated the newsletter for the 2013-2014 year.

Volunteer Center- We held our first Volunteer Expo this past year. We had several local Human Service Agencies attend. Due to the fact that we had the expo in coordination with a service-minded 5-Star speaker, student participation was successful. This allowed the Volunteer Center to improve customer satisfaction by increasing the number, variety, and quality of volunteer opportunities that we posted.

Part II (Current Year)

What are your Assessment Highlights for the current year (2013-2014)?

Assessment Area (1 of 2): Event Attendance

Question: What are you assessing?

We have been concerned with the decrease in attendance at events around campus. We wanted to fully assess what factors may impact event attendance over the 2013-2014 academic year. At every Center for Leadership, Activities and Career Services (CLACS) staff meeting, a review of an event held the week prior was given by the staff member who planned or attended the event. Through this review, we collected and assessed information such as event attendance, venue, date, time, topic, event planner/organization, and advertising methods used. Not every campus event was evaluated; however, we tried to review a variety of opportunities in an effort to provide equal representation.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Program effectiveness
- Participation

Assessment Results:

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

We learned:

- The average attendance for 5-Star events for the 2013-2014 year was 314 people. We hoped for an average of 500, hence this average is well under our goal. Only one 5-Star event exceeded 500 in attendance which was Harlan Cohen, relationship expert and author of the "Naked Roommate."
- Summer 2013 activities were not well attended, with an average of 25 people per event.
- We hoped to find a common denominator between highly attended events and the day of the week, time, or location. However, there was no connection in our results.
- We also hoped to find a common denominator between highly attended events and the way the event was advertised. We tried several new advertising methods such as paid Facebook ads and gorilla marketing ideas. However, there was no connection in our results.
- Overall, we learned there is no way to ensure a high attendance.
- It seemed there may be a slight connection/correlation between higher attendance and the topic/speaker. Although it cannot be verified using this assessment, topics that are perceived by our staff to be "hot" or "trending," had a higher attendance. Trending for 2013-2014 were relationships, authored speakers, and entertainment industry speakers.

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?

Based on the assessment results, we will continue to market our events in a variety of ways, as results show that one specific way is no more successful than another. We would like to find a better way to discover what topics are trending among our current student population.

<u>Assessment Area (2 of 2): 5-Star Learning Outcomes</u>

Question: What are you assessing?

There are four to six 5-Star events held per semester. Each event is required to be highly educational; however, we have never assessed what students learned as a result of attending the event. For Spring 2014, we added a learning outcome-based survey on the back of each 5-Star attendance slip. Students were required to complete the survey in order to get attendance credit. Our goal was to see if students were learning the intended outcomes. In addition to student learning questions, we took the opportunity to find out what students are interested in so that we can produce programming for the Fall 2014 semester, with students' interest in mind.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Student Learning Outcomes
- Future needs

Assessment Results:

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

548 students completed the survey at four 5-Star Events throughout the Spring 2014 semester. Below highlights the questions and responses to the survey given at each event/program.

<u>Lonnie Scott – "Election Day is Every Day"</u>

- Before the speaker, what was your level of awareness or understanding of responsible citizenship?
    - 58.7% said their awareness was moderate to high
- After the speaker, what was your level of awareness or understanding of responsible citizenship?
    - 87.1% said their awareness was moderate to high
- After the speaker, how likely are you to exercise your right to voice/express opinions?
    - 87.1% said they are moderately to highly likely to exercise this right
- Comments – "Really appreciated his message;" "Liked how he got the audience involved;" "Very interesting and informative;" and "Great event, learned a lot."

<u>Troy Tissue – "Character Does Matter"</u>

- Before the speaker, what was your attitude towards volunteering in the community?
    - 60.2 % said they know it is important and know why
- After the speaker, what was your attitude towards volunteering in the community?
    - 83.1% said they know it is important and know why
- Will you volunteer more this semester after listening to the presentation?
    - 87% said yes

- Comments – “A hard hitting, makes-you think speaker;” “Courage and leadership are the embodiment of greatness;” “It reminded me that you never really know who is looking at you as a role model;” and “Community Service is good and character is important.”

<u>Co-Speakers - “Brand and Dress”</u>

- Before the speaker, how would you describe your understanding of what personal branding means in career attainment?
    - 53.9 % said they have moderate or high understanding
- After the speaker, how would you describe your understanding of what personal branding means in career attainment?
    - 97% said they have moderate or high understanding
- Comments- “Stay away from accessories in interviews;” “Wear neutral colors in suits;” “Dress up more;” Network and communicate;” and “Be me, don’t overdo it.”

<u>Nicole Bromley – “Take Back the Night”</u>

- Comments about what was learned – “Awesome;” “Self-confidence;” and “Very enlightening.”

Overall topics of suggestion or interest were as follows: Multiple diversity and GLBT interests; multiple health and wellness topics such as: relationships, medical information, nutritional information, STDs, smoking, stress, bullying, and self-defense; college based issues; gun control; something interactive; and more “real” stories.

Overall, the results show that students learned what we intended at every event. We also received excellent ideas for next year’s programming.

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?

We plan to share this with the entire CLACS staff and the planners of the 5-Star events. The topics of interest will be used to plan 2014-2015 programs. We also intend to share these ideas with the Student Leadership and Activities Advisory Council (SLAAC) so that when approving 5-Star event ideas, they can keep in mind what students are saying they want.

Part III (Next Year)

What continuing or new assessment activities are you targeting next year (2014-2015)?

- In an effort to address the event attendance concern, the CLACS office is creating intentional programming that increases student engagement. We will highlight a successful engagement activity that we provide.
- As we move into the new University Center and continue to solidify the new CLACS brand, we will be concentrating on ensuring high quality services and resources. We will be assessing this in a variety of ways and plan to highlight one of those assessments in next year's report.
- Next year, CLACS staff will be concentrating on building and maintaining relationships across campus. We would like to track those relationships and outcomes and share as a highlight.

Financial Aid

Submitted by: Sara Dew

Part I (Last Year)

What changes did you make as a result of last year's assessment (2012-2013)?

Based on last year's assessment of the Money Management presentation, we incorporated a homework assignment, which is discussed below. We also incorporated some additional scholarship data into the presentation. Lastly, we implemented a peer mentor program that is discussed below as well.

Part II (Current Year)

What are your Assessment Highlights for the current year (2013-2014)?

Assessment Area (1 of 3): Student Loan Debt

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

To focus on the student loan debt aspect of our Money Management presentation, we piloted a "homework assignment" to a group of students attending the Money Management presentations through the FSUS 100 courses. The homework assignment consisted of six questions and required them to visit websites such as the National Student Loan Database System and MyFSU to get the answers. Our goal was for these first-year students to identify the amount of their first year educational loan debt, and to use a simplified formula to project total loan debt at the conclusion of their enrollment.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Student Learning Outcomes

Assessment Results:

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

From the initial trial group of homework assignments, we learned that 65% (81 out of 125 students) of students who completed this assignment, incorrectly reported their student loan debt. When students were asked if the exercise was helpful/informative, 70% answered positively.

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 these results, we took the following action:

- We made the homework assignment a mandatory requirement for the Money Management presentations, and will fully implement for fall 2014.
- We followed up with a personal communication to each student, who failed to correctly identify his or her loan debt, with corrected current and projected loan debt estimates. The majority of students did not respond. Of those that did, they were grateful for the communication and expressed interest by asking follow-up questions.
- We redefined the instructions on the homework assignment to better help students determine their loan debt totals.

Assessment Area (2 of 3): Peer Mentors

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

We assessed the effectiveness of using peer mentors as a way of providing financial literacy to fellow students. We began by hiring two students to be part of our Financial Awareness Student Team (FAST). We provided these students with intensive training to prepare them to assist the Financial Aid Office in presenting our Money Management presentations to FSUS 100 classes. In addition, we trained these students in areas of budgeting, loan counseling, and personal finance so that they could, in turn, offer these services to their peers.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation and Customer Satisfaction/Customer Service

Assessment Results:

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

- Based on the six question survey results, there was no appreciable difference in the satisfaction rating between financial advisor led presentations and those presented by the FAST students.
- Although we used several methods of communication regarding the services offered by FAST, students did not respond to these services. Several methods of communication included campus-wide notices, targeted MyFSU messaging, participation in the graduation

fair, and hand delivered flyers to students in high traffic areas such as FLITE, IRC Connector, and the Quad.

- Physically relocating the FAST students to the information desk in the CSS lobby late in the spring semester made them more visible, and reaped unexpected benefits such as recruitment interest from parents of prospective students.

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?

Besides the presentations in the fall, we could not keep the FAST mentors busy due to the lack of responsiveness from students utilizing their services. We have decided to combine all our student workers under the umbrella of FAST mentors and take a more holistic approach. All students will be trained on a variety of financial aid responsibility including, but not limited to, assisting at the front desk, answering telephone calls, supporting student employment, and processing student documents, as well as continuing with the Money Management presentations. This will give the FAST students a greater understanding of financial aid overall, and will only enhance their abilities to provide money management and financial responsibility with their peers.

Assessment Area (3 of 3): Money Smart Week

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

We assessed activities involved in a campus and community-wide effort in support of Money Smart Week. The Financial Aid Office partnered with Dean Garrison of FLITE Library, numerous University personnel, and community volunteers to offer activities geared toward educating students regarding student loan debt and basic personal finance. Money Smart Week activities included a presentation by GreenPath Debt Solutions, the primary or flagship event – Get Real!; and a Get Real! follow-up focus group we called FAST (Financial Aid Student Team) Forward.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Customer Satisfaction/Customer Service
- Student Learning

Assessment Results:

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

Get Real! was an interactive game-style event that allowed students to make mock economic lifestyle choices. A total of 319 students attended the event. Students were asked to complete a pre-survey and a post-survey for assessment purposes.

There were 319 students in attendance at Get Real! We received 319 pre-surveys. One student indicated they did not have time to take the post-survey due to a scheduled class. 318 students completed both the pre and post surveys with very few skipped questions or responses.

The following statistics are from survey questions that offered a scaled response ranging from the following options: strongly disagree, neither agree or disagree, agree or strongly agree. The percentages below represent only agree and strongly agree responses.

- 57% of students indicated that they alone are responsible for their expenses while in school, with only 21% receiving assistance from their parents.
- 81.5% of attendees indicated that they learned more about budgeting from Get Real!
- 67.4% of attendees indicated they feel more confident about being on their own after Get Real!
- 96% of attendees would recommend Get Real! to their friends.

In addition to the scaled responses, we asked students to indicate two things that they learned from their Get Real! experience and how they would use that information in the future. Of the 318 surveys, this is what we learned:

- Budgeting/Managing Finances/Investing/Saving/Living within means/Living moderately was the number one thing learned with 247 responses.
- We received 141 very animated comments specifically referencing the high cost of raising children, many expressing concern specifically regarding the cost of child care and Planned Parenthood.

Also of note, 56 students commented in general about the high cost of living. Many students expressed surprise at how much things cost, the number of expenses there are, and the cost of those "unexpected" expenses.

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 believe the survey data illustrated that the event was successful and that it would be beneficial to repeat on at least an annual basis. Based on the comments of the Get Real! Survey and Fast Forward focus groups, we are considering the following changes for the next time we present Get Real! and Money Smart Week:

- Seek a logistically more open Get Real! venue – possibly the new University Center. This event would help showcase the new building space and alleviate congestion at the Get Real! booths.
- Include time slots in the pre-registration form to more evenly distribute participant traffic flow.

- Utilize Advancement and Marketing and Money Smart Week resources to better promote all of the Money Smart Week events.
- Plan further ahead to allow for additional collaboration possibilities such as CLACS' Five Star Event status, coordination with Greek Week events, etc.
- At the suggestion of Spence Tower we will try to increase our faculty participation in the event. We plan to contact Professor Tower for assistance.
- Include additional Money Smart Week events targeting areas of interest mentioned by student participants such as "Buying and Financing a Home," Buying or Leasing a Vehicle," and "Investments and Retirement Planning."

Lastly, we plan on revamping the pre and post surveys to perhaps find a more meaningful link between the two – hopefully to better gauge the actual learning outcome. Although we had attempted to establish a link between our pre-survey and post-survey questions that would reflect student learning outcomes, we believe that we missed the mark. When we repeat the event, we will revise the questions and possible responses to make the data more informative. For example, the pre-survey asked students what their top three expenses are now and who pays for them, as well as what they think their top three expenses will be when they graduate. We then asked them after going through the exercise to identify their top three expenses when they graduate. Although the responses were very different after going through the Get Real! exercise, we think there is a definite opportunity for more diagnostic information about what students learned. Analyzing the responses that we received in this first event will help us tailor the surveys next time around.

Part III (Next Year)

What continuing or new assessment activities are you targeting next year (2014-2015)?

Financial Aid will be assessing a change that will begin this fall, which consists of having our financial aid telephone queue staffed with student workers and an additional phone line added to this queue. We are looking at re-organizing our student workers so that they all have the same job responsibilities and will be working in more areas of the office.

Institutional Research & Testing (IR&T)

Submitted by: Mitzi Day

Part I (Last Year)

What changes did you make as a result of last year's assessment (2012-2013)?

Assessment Area (1 of 2): Student Success Ratio Development – Talent 2025

As a result of our participation in the Talent 2025 Group, Ferris has joined a group of post-secondary institutions in providing data to the SAM (Student Achievement Measure). It provides a comprehensive picture of student progress on their path to earning a college degree or certificate. As compared to the limitations of typical graduation rate measures, SAM reports more outcomes for more students. Critical to Ferris State University, there are two models included in SAM, one for students enrolled in bachelor's degree programs, and one for students enrolled in associate's degree or certificate programs. Another advantage to SAM is that it includes tracking students who enroll in multiple higher education institutions. Usual measures of student progress and completion, including government-led efforts, usually underreport student achievement because they do not account for an increasingly mobile student population.

Assessment Area (2 of 2): Non-Enrolling Student Survey

In order to address the failure of this effort, we changed our modality for obtaining information about students who opt not to enroll. To increase responses, we implemented a calling campaign. The purpose of the call was to remind students that they still had time to enroll, but when they indicated they would be attending another institution, we probed for reasons for the decisions. This data will assist us in making adjustments and introducing new programs and services in areas within our control. Our recruitment and communication center staff made hundreds of calls for this effort.

Part II (Current Year)

What are your Assessment Highlights for the current year (2013-2014)?

<u>Assessment Area (1 of 2): Program Review Data Reports</u>

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

Institutional Research & Testing (IR&T) collaborated with members of the Program Review Committee and the Chair, Matt Waggenheim, to examine the data provided by the office to assist in completing the reports due for programs under review. Our goal was to develop a series of measures that were meaningful and helpful to the authors of the Program Review Reports while concurrently ensuring that the data was consistent and reliable. The instructions for the authors of the document were updated to simplify directions as well as to introduce additional clarity in terms of data reporting. The text of the document states that programs are to report only official enrollment and other program profile numbers obtained from IR&T. It is important that official numbers are used as this allows for consistent comparison within and between programs. In previous cycles, IR&T prepared hard copy packets for each program under review. Now the entire constellation of data is presented in electronic form. We provide comprehensive reports in these areas:

- Enrollment – Headcount, Residency, and Race-Ethnicity-Gender
- Student Credit Hours
- Productivity
- Retention
- Graduation Rates – Overall, by College GPA, ACT and HSGPA

Assessment Category:

Question: What category does your assessment initiative fall under?

- Student Learning Outcomes/Satisfaction

Assessment Results:

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

Overall, the results of our efforts indicate that the IR&T data is an integral component of the program review process. The exercise of essentially performing a program review on our data has led to fruitful enhancements and improvements. Ultimately, this project is essential to the success of our students. The academic program review process provides an opportunity for us to evaluate the goals and effectiveness of a program and make appropriate changes that will lead to improvement in the quality of instruction, improved career and life preparation for students, and effective and efficient use of University resources.

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?

As a result of these assessments, we recognize the need for an enhanced reporting tool to quickly access program data and be able to perform multiple selects so that both our customers and IR&T staff can access the data they need quickly, easily and accurately. We are working with our programming staff to create and test this addition and plan to have it operational in January of 2015.

<u>Assessment Area (2 of 2): Achievement Gap Task Force Data</u>

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

While Ferris State University has made progress over the past ten years in improving our retention and graduation rates overall, there are significant gaps for students of color. The Achievement Gap Task Force was formed to examine these disparities in depth. IR&T services are instrumental in collecting, refining, and sharing relevant data with the ultimate goal of developing quality services and programs to reduce the disparity in student success metrics. IR&T staff assisted in assessing the status of existing data and identifying the additional information needs of administrators, faculty, and advisors. We created an enhanced data platform to provide timely and useful analytics to guide our decision-making on retention and graduation disparities. The data included demographic, financial academic performance and athletic participation information. This data was examined by the committee and used to develop their proposals for projects and initiatives to implement in the next year. Projects include expanded efforts to promote work-study opportunities, to identify gateway classes with higher failure and withdrawal rates, increase awareness of academic and social support services, a diversity audit and more.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Student Learning Outcomes/Other

Assessment Results:

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

There remains significant achievement gaps for minority students (particularly African–American students) at the University that have persisted for many years. While it is true that both our overall retention/graduation rates and those for specific minority groups have improved, the relative distance in performance remains. The IR&T data assisted in exposing specific patterns of achievement and provided direction on which efforts might be most fruitful. Significant variables include socio-economic differences, academic preparation, proximity challenges and student engagement.

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?

As a result of our analysis, we will continue to add to and refine our data set in this critical area of student success. With the rising cost of education, it is simply not ethical for us to leave any stone unturned with respect to student success. One of the proposals advanced by the task force requests financial support for an additional analyst whose duties would focus on delving deeply into student success data for Ferris State University. An addition of a staff member dedicated to this important area of focus would invigorate these efforts significantly.

Part III (Next Year)

What continuing or new assessment activities are you targeting next year (2014-2015)?

Based on the assessment highlights presented for 2013-14, Institutional Research & Testing will be focusing on two primary assessments for the upcoming year.

As a result of a significant change in staffing for the IR&T area, the time is apt for an assessment of the utility of the Ferris State University Fact Book. We have a new staff member assuming primary responsibility for producing the document – Robin Carter. Before its publication in early 2015, we will conduct a customer survey to assess overall quality, usefulness, and format of the Fact Book, as well as solicit suggestions for enhancements and additional elements.

A second major focus for the IR&T area in the next year will be assessing the current knowledge levels of our programming staff in regards to Ellucian Banner, SQL, and other skills critical to creating quality reports containing accurate and reliable data. We are collaborating with other programming staff in the IS&T area in this endeavor. Our goal is to assess our needs, obtain training to address any shortcomings, and finally assess the outcomes of the training.

Office of Multicultural Student Services (OMSS)

Submitted by: Matt Chaney

Part I (Last Year)

What changes did you make as a result of last year's assessment (2012-2013)?

As a result of last year's assessment, the Office of Multicultural Student Services (OMSS) increased our focus on student learning, and sought to create more meaningful measures to gather outcomes during the 2013-2014 year. Our department created student learning objectives and assessed the outcomes for our student assistants, students in our T.O.W.E.R.S. leadership development program, outreach efforts to the campus community and with our cultural programs. In addition, OMSS developed a student support survey in order to gauge the impact of our overall work.

Part II (Current Year)

What are your Assessment Highlights for the current year (2013-2014)?

Assessment Area (1 of 1): OMSS Student Support Survey

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

The Office of Multicultural Student Services (OMSS) partnered with the Institutional Research and Testing office to create a student support survey. Our goal was to create a comprehensive survey instrument that would guide us in our work by showing us the impact that our office has on the students that we serve and our campus community. We were also seeking to capture important data as to why students visit our department and the kinds of questions and services that they seek. In addition, our survey instrument gathered important demographic information of the kinds of students that we see, which in many ways can inform and guide our work as we continue to be an important department that encourages student success. We piloted our student support survey this year in April of 2014 for a two-week period, distributing hard copies to students who visited our department via our student workers who randomly passed out the survey. Our goal is to develop an appropriate process to send out the survey electronically for the continuous collection of data and for strategic planning purposes.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation/Capacity Management
- Student Learning Outcomes

Assessment Results:

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

From piloting our OMSS Student Support Survey to close to 50 respondents over a two week period, our department learned a lot of valuable information about our students. The following is a brief list of the highlights and types of information that we learned from a few of the questions on the survey:

- [Explain] over this academic year, how has our department been of service to you?
    - A welcoming and social environment
    - Always willing to assist students
    - Helps me gain knowledge of different campus events and activities
    - It's been a resource for me
    - Opens my mind to other cultures
    - Great study environment
    - A place to do homework
    - A place to relax
    - The staff serve as advisors to help with any service needed
    - My last year! The OMSS helped me a lot as usual. The professional mentoring was important

- The office of Multicultural Student Services provides opportunities to interact with diverse individuals and groups:
    - 32 strongly agree
    - 13 agree
    - 1 disagree

- The Office of Multicultural Student Services provides services that assist with retention:
    - 26 strongly agree
    - 20 agree
    - 2 disagree

- The Office of Multicultural Student Services provides opportunities for leadership development:

  - 34 strongly agree
  - 12 agree
  - 0 disagree

- What suggestions/recommendations do you have for the Office of Multicultural Student Services?

  - More career exploration and utilize housing to make it a requirement for students to attend OMSS events
  - Find ways to encourage more freshman to attend events
  - Great place to be
  - More space for more students to come
  - To have more people learn about each other
  - None, I love the office
  - Get more diverse workers

- [Optional] for data purposes, please tell us a little about you.

  - 16 male
  - 30 female
  - 30 African American/Black
  - 10 Hispanic
  - 10 two or more races
  - 3 International
  - 44 18-24 years old
  - 6 freshman
  - 13 sophomores
  - 16 juniors
  - 9 seniors
  - 16 College of Business
  - 11 College of Arts and Sciences
  - 9 College of Health Professions

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?

OMSS has already begun the process of evaluating the data that we have gathered for continuous quality improvement. For example, we have learned that students appreciate having the office open for extended hours for study, particularly during midterms and finals. At this point, we would like to survey more students so that we can analyze the data in order to continue to try to improve services. We are constantly looking at ways that our department can be a better resource to the students that we serve. Our goal is to have a positive impact on student learning, retention, leadership development and cultural awareness.

Part III (Next Year)

What continuing or new assessment activities are you targeting next year (2014-2015)?

OMSS will continue to chronicle engagement, student learning and development, and cultural awareness via the 60 plus programs and activities that we sponsor throughout the academic year. We have taken the lead in brainstorming with other departments, such as the Faculty Center for Teaching and Learning, International Education, and the Center for Latin@ Studies so that we may strengthen our collaborations with the goal of impacting student learning. In addition, we would like to continue to explore ways to impact retention and close the achievement gap amongst the students that we serve.

Possible Action Steps:

- Strengthen data collection
- Assess Cognitive/Non-Cognitive activities
- Offering possible academic plans as a service
- Intrusive Advising
- Learning Centered Activities

Office of Student Conduct

Submitted by: Erik Wessel

Part I (Last Year)

What changes did you make as a result of last year's assessment (2012-2013)?

Office Transition. The 2013-2014 academic year brought a considerable amount of change to the Office of Student Conduct. Part of this change was the development of an assessment map for the office that plans out assessment efforts through the following year.

Academic Partnerships & Faculty Survey. The 2012-2013 assessment highlights document included plans to connect with the School of Criminal Justice. This goal will be carried over to the next year and wrapped into an overarching goal to establish more solidified partnerships with our colleagues in academic affairs. To this end, we have begun to establish inroads to a more comprehensive university plan for addressing academic integrity concerns. The faculty survey implemented in the 2011-2012 school year was not implemented this past year. However, we will explore the best way to connect with key faculty to generate data for increasingly informed leadership decisions and increase the effectiveness of student learning experiences.

Communication with Faculty. The 2011-2012 highlight report indicated that procedures have been changed in regard to notification of faculty at the conclusion of an academic integrity complaint. As faculty hold a legitimate educational interest to be informed of the outcome of an academic integrity hearing, the Office of Student Conduct has continued this process.

Academic Success. The 2012-2013 highlights document discussed incorporating "student academic success" into the conduct conversation. The Office of Student Conduct is a critical component to student retention and success. The educational conversation with students in the conduct process provides an opportunity for students to explore where their behaviors may be incongruent with their life goals and ambitions. Conduct Case Managers have received training on how to engage students in an educationally focused conduct conversation. This training will continue throughout the Fall semester with ongoing conduct conversation "shadowing" opportunities with the Director of Student Conduct.

Student Learning. This past year, the Office of Student Conduct sought to increase our overall effectiveness in assessing student learning. We already generate significant self-report data through a post-conduct conference survey. This year, the Office of Student Conduct developed and implemented a pilot assessment program called the "readiness for change rubric." This rubric was developed to explore, from a conduct case manager perception, the level of readiness for behavioral change among the student population. No identifying information was collected, but rather the information was collected in aggregate to get a broad picture of students in the conduct process. A preliminary pilot of this rubric suggests that the overall Ferris student population in the conduct process is normally distributed with 50% of students exhibiting "some awareness of responsibility," "understanding of community impact," and "some ability to connect their behavior with their own self-concept and goals."

Part II (Current Year)

What are your Assessment Highlights for the current year (2013-2014)?

Assessment Area (1 of 1): Learning Outcomes & Assessment Strategy

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

The Office of Student Conduct has established the following four student learning outcomes to reflect our intended goals as a result of the conduct process:

- An ability to explain the effect of one's behavior on community and their role in that community.
- An ability to recognize the impact of choices on their life and learning goals.
- An ability to propose alternative life choices, and evaluate options in light of their role in the community.
- An ability to demonstrate personal responsibility for actions, and become increasingly invested in social and educational experiences.

To assess these outcomes and provide more insight into the student population in the conduct process, the Office of Student Conduct has established a plan to leverage data collected through various stages of the conduct process. The following data collection methods assess student perceptions of the conduct process, learning through targeted alcohol and drug education, demographics in the conduct process, and behavioral change in the university environment:

- Post-hearing student survey (Survey)
- Prime for Life pre-post data (Pre-Post survey)

- Respondent demographic data (University dataset)
- Frequency data from Judicial Action (Electronic report data)
- “Readiness for Change Rubric” (Post conduct-conference analysis rubric)

Assessment Category:

Question: What category does your assessment initiative fall under?

- **Customer Satisfaction/Student Learning**. Post-hearing student survey
- **Student Learning**. Prime for Life pre-post data
- **Participation.** Respondent demographic data
- **Participation.** Frequency data from Judicial Action
- **(Other) Criterion-Referenced Assessment**. [Criterion: Gauging a student’s level and type of engagement through the conduct process to indicate propensity for behavioral change through the use of specific indicators on an assessment rubric]“Readiness for Change Rubric”

Assessment Results:

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

- **Case Load**. The case load in the student conduct office has remained relatively constant measured between Spring 2013 to Spring 2014. However, the caseload sees an 11% decrease between the Fall and Spring semester. The split between responsible and not-responsible remained steady at 82%/18% respectively.
- **Gender.** Approximately 2/3 (64%) of respondents in Spring 2014 were male.
- **High School GPA.** GPA does not seem to be a good predictor of contact with the conduct office. The average HS GPA was 3.09 with a range of 2.49.
- **Race.** As indicated in the Office of Student Conduct diversity report, students identifying as “Black” were overrepresented in the overall population seen for a conduct-related incident; however, this disparity has improved by 4.37% over the previous year.
- **Major.** The College of Business accounted for the highest percentage of students attending a conduct conference (23%). However, pre-pharmacy, pre-criminal justice and directed/guided studies, accounted for nearly 1/4 of all students seen for conduct-related incidents. Particular note should be made in the high rate of behavioral concerns from higher-risk individuals in directed or guided studies.
- **Degree.** Students in a bachelor’s degree program are 22% less likely to be seen for a conduct-related incident than their peers in associate’s degree-granting programs.

- **Course Hours/College GPA.** Respondents averaged just 14 course hours with an average GPA of 2.55.
- **Failure to Comply.** The majority of students take responsibility for their actions. Only 15% of students who were assigned a sanction, failed to comply with that sanction in spring 2014.
- **Retention.** Only 2% of students seen for conduct-related incidents were unable to be retained due to suspension or dismissal.
- **CLERY.** 79% of Clery reportable incidents are motivated by alcohol.
- **Educational Sanctions.** Parental notification will be increased this coming year through policy change (2nd violation to 1st violation). Written papers are also overrepresented in our educational sanctioning. Other options should be explored.
- **Conduct Process/Student Perceptions.** Between 72-74% of respondents to post-conduct conference survey indicated they believed the decision and sanctions were appropriate, and that the process was fair. However, only 57% see the process as educational.
- **Behavior Change.** 68% of respondents self-report changing behavior as a result of the conduct process. 62% report opting to avoid future situations that are a violation of policy.
- **Career Goals.** 88% self-report that they understand how their behavior could impact their career goals.
- **Readiness for Change.** The distribution of student "readiness" fell on a typical bell curve. Approximately 50% of students exhibited some awareness of responsibility, understanding of community impact, and were able to connect their behavior with their own self-concept and goals on some level.
- **Alcohol & Drug Assessment.** There is a need to re-examine our process for assessing alcohol and drug intervention assessment.

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?

Factors & Practices to be explored:

- Explore factors that account for an 11% decrease in the student conduct load between Fall and Spring.
- Investigate options to address the imbalance of male students in the conduct process (i.e. male-focused programming).
- Explore strategies to begin addressing the continued imbalance of minority students in the conduct process.

- Explore strategies to address the over-representation of students enrolled in associate's degree programs in the conduct process.
- Seek out opportunities to change student perception (43%) that the conduct process fails to provide an educational experience.
- Explore opportunities to provide educational sanctions that are more creative and tailored to the needs of students in the conduct process (i.e. explore the over-assignment of written papers in the conduct process and suggest alternatives).
- Further explore best practices for mitigation of excessive alcohol consumption and subsequent alcohol-related incidents. This includes more comprehensive assessment planning, implementation, and robust analysis of campus trends.

Part III (Next Year)

What continuing or new assessment activities are you targeting next year (2014-2015)?

The Office of Student Conduct is interested in collecting longitudinal data on students participating in the conduct process. It will continue to be important to identify ongoing and emerging trends among the student population. Therefore, the Office of Student Conduct will continue to collect post-conduct conference survey data, demographic data, and frequency data from Judicial Action. In addition, the Office of Student Conduct will be rolling out the "Readiness for Change Rubric" for larger implementation in the Fall 2014 semester. Finally, the Office of Student Conduct plans to work collaboratively with the Personal Counseling Office and 3rd party providers (e.g. 1016 Recovery Network) to improve data collection on student learning through alcohol and drug education experiences.

Personal Counseling Center (PCC)

Submitted by: Renee Vander Myde

Part I (Last Year)

What changes did you make as a result of last year's assessment (2012-2013)?

As stated in last year's assessment report, based upon the new avenues open to us through the electronic version of the Counseling Center Assessment of Psychological Symptoms (CCAPS) and the implementation of Medicat (MediCAPS), we are able to collect and analyze several data sets from common trends in our student mental health, to length of treatment, to time it takes to schedule an appointment. We are also able to compare this data with the national data collected by other universities using CCAPS through the Center for the Study of Collegiate Mental Health (CCMH) at Penn State University where we are one of nearly 150 participating schools.

We learned that although we are able to collect the data, there is currently no interface between the CCMH and our electronic records system, Medicat (MediCAPS), so all the analyses of the data must be done manually. This is very time consuming and although the amount of data is voluminous, we do not have time to manually analyze each area we had hoped. The future plan for CCMH however, is to have the interface with Medicat, as there are several university counseling centers using MediCAPS now.

In light of this, we set much smaller assessment goals until the interface is fully available for us.

Part II (Current Year)

What are your Assessment Highlights for the current year (2013-2014)?

<u>Assessment Area (1 of 1): Counseling/Therapy</u>

Question: What are you assessing?

We have continued to work toward a better understanding and collaboration with students on making direct correlations between personal counseling and academic success. One area that the PCC focused on is more collaboration with academic units, making this collaboration more visible to students, and helping them see the connection between personal counseling and their larger college experience, especially in regards to their academic program.

Specifically, with the oversight of a full time counselor, two graduate level interns (one masters and one doctoral) created a unique and specific stress management group for a set number of pharmacy students, in collaboration with a faculty member within the College of Pharmacy. In addition, advisors in the pharmacy program collaborated with the PCC to provide to students more supportive information regarding counseling services.

The purpose of this was to provide more support to this unique student group, to collaborate with the College of Pharmacy and to see improved outcomes for pharmacy students who may be at risk. The CCAPS was used and we looked at numbers of students using group methods vs. individual sessions, and the number of those sessions used. Because the College of Pharmacy wanted to intervene sooner and began using the many support tools learned through collaboration with the PCC, we wanted to see if there was a decline or increase in pharmacy students using the PCC.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Capacity Management

This assessment looked at the patterns of counseling attendance from 2008–2014. Total pharmacy student appointments in counseling were 462 during this period. The reason for visits dramatically changed, so the types of appointments changed as well, which will be discussed under results.

Assessment Results:

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

The number of pharmacy students being referred and thus obtaining ADD/ADHD assessments jumped with no assessments from 2008–2012, to three (3) in 2013, to fifteen (15) in 2014.

We also saw a huge change in pharmacy students who presented for an intake but did not continue with counseling through 2012. In 2013 and 2014, students presenting for intake actually participated in counseling and in a variety of counseling modalities – group, couples and individual.

While it is clear that more pharmacy students are actually using counseling services, the pharmacy students presenting in "crisis" also increased, with none recorded from 2008-2012 to three (3) in 2013 and nine (9) in 2014.

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 information was shared with the College of Pharmacy (COP) which helped them create a CARE model for earlier intervention with their students. In addition, it has led to the PCC presenting two separate educational programs for the COP: one for first year students (P1) and one for faculty. These programs are well attended and will continue to evolve. We believe there is clear evidence that with more collaboration between the academic unit and the PCC, more students who really can benefit, will become more comfortable with accessing the service.

Part III (Next Year)

What continuing or new assessment activities are you targeting next year (2014-2015)?

Going forward, we will be able to use these same analyses for many other student categories from gender, to program etc. We will even be able to assess the rate of those attending counseling against attrition and/or graduation. By finally being able to compare use of the counseling center (and particular services), we should be able to show a direct correlation between mental health counseling and student success through retention and ultimately graduation.

Another area of assessment will be on the training provided for Resident Advisors and Hall Directors. The models used for the 2014-2015 academic year have been completely revised to better suit the needs of those groups.

Registrar's Office

Submitted by: Elise Gramza

Part I (Last Year)

What changes did you make as a result of last year's assessment (2012-2013)?

Priority Registration PINs

- We changed how we assign priority registration using PIN registration. The system can now "see" when a student has multiple priority registration types, calculate which provides the earliest time on the first day, and assign a PIN accordingly.
- Student types were changed to Freshman, Sophomore etc.
- A report was developed for Academic Affairs/Colleges to view the dates and times a student may begin registering.
- A report of how many people are expected to start registering at any day or time is provided to Information Technology for analysis regarding system capabilities.
- Continued discussions are still taking place regarding overloading that takes place which stalls the registration process.

FERPA Notification

Starting Fall 2013, we implemented a new annual FERPA notification. It is delivered via MyFSU announcement, with a small introduction, the notification content, and a link to the regulations in their entirety for reference.

Part II (Current Year)

What are your Assessment Highlights for the current year (2013-2014)?

<u>Assessment Area (1 of 1): Total Withdrawal Process</u>

Question: What are you assessing?

The Registrar's Office decided to assess students who appeal for a late total withdrawal. We receive approximately 100 appeals each year (93 in 2013) for late total withdrawals. Hopefully this will give us more information on how to communicate more effectively as well as be more proactive regarding the proper procedure for withdrawals. In order to do this, we felt we needed to ask more appropriate questions on our appeal form. However, when we looked to develop questions, it become evident that we first needed to assess the appeal process and form. We felt this assessment would help us find areas of deficiencies that could then be addressed in our new appeal form.

We decided to look at:

- Students' reason for appeal.
- Outcomes of the appeals and the basis for those outcomes.
- What happened after the appeal, whether granted or not.

Question: How did you collect this data?

We reviewed the late withdrawal appeal forms from Spring, Summer and Fall 2013. These appeals included Title IV appeals, which are students who are unofficially withdrawn due to a financial aid regulation, and non-Title IV appeals which are students seeking a withdrawal beyond the deadline.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Service (external)
- Data

Assessment Results:

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

Review of appeals:

Breakdown totals by Term

- Spring 2013 – Total 20
    - Title IV 14
- Summer 2013 – Total 29
    - Title IV 14
- Fall 2013 – Total 44
    - Title IV 28

Of the total 93 withdrawal appeals, 24 students (25%) had a future semester at Ferris.

37 Non-Title IV appeals

<u>Reasons:</u>

- 3 – Did not know the process or had incorrect withdrawal (W) date.
- 21 – Did not know they were registered for classes (56%).
- 4 – Forgot they were registered.
- 8 – Thought it was dropped for non-payment or thought they had dropped it.

- 1 – Other, IT account issue.

Outcomes

- 2 – Granted late Ws.
- 35 – Verified non-attendance and dropped courses.

Returned for a future semester at Ferris

- 3

56 Title IV Appeals

Reasons:

- All were Title IV Unofficial Withdrawals

Outcomes

- 19 - Confirmed they had earned at least one of their F grades and the withdrawal was rescinded.
- 5 - Confirmed through Consortium site or grade change that at least one grade was above F and the withdrawal was rescinded.
- 16 – Confirmed a last date of attendance past 60% and changed withdrawal effective date (earned aid).
- 14 – Never completed the process.
- 2 – Verified non-attendance and dropped courses.

(Note: 66% of these would have been avoidable if faculty placed a last day of attendance (LDA) when entering their F Grade)

Returned for a future semester at Ferris

- 21

Overall, we learned that there are other factors, besides student correction, that could positively affect the need for late withdrawals. The majority of non-title IV appeals were a result of a staff person registering a student for a course and the student being unaware of this. The second most common reason for initiating a withdrawal appeal came from the students' perception that their schedules would be dropped for non-payment. Lastly, in 66% of the Title IV appeals, the actions would have been unnecessary if faculty had entered a last date of attendance in a provided field when they were entering grades.

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?

As a result, we will attempt to cover each of the areas that we found were potential problems.

The majority of non-title IV appeals were a result of a staff person registering a student for a course, and not making the student aware that they were registered.

- When registration opens, we will send an extra notice to staff who has registration capability, asking them to take caution when registering students for courses. We will suggest documenting their communication with students to ensure the student is aware they were registered for courses, and have documentation to draw upon if necessary.

The second most common response, was due to the students' belief that their schedules would be dropped for non-payment.

- We believe much of this perception comes from the message that is delivered during drop processes by Business Operations. The language they include mentions "your schedule may be dropped…" As a result, we have asked that Business Operations add an additional disclaimer, such as, "If you decide not to enroll for the semester, it is your responsibility to ensure your courses have been dropped." We hope this will help students understand that there may be cases when their schedule is not dropped by a faculty/staff member, and when necessary, they may need to do so themselves.

- Lastly, in 66% of the Title IV appeals, the actions would have been unnecessary if faculty had entered a last date of attendance in a provided field when they were entering grades.

- We already encourage faculty to include the last date of attendance for any "F" grade they enter. The technology is also available to make this a mandatory entry when a faculty enters an "F" grade; however, we have been unable to roll out this option. We will continue to request this entry at grade time and will consider additional communication that more specifically requests this function, rather than including it in other grade related communication.

Other

- While much of our results focused on outside entities other than students, we also want to ensure we are still reaching those students who need further information regarding withdrawals. In order to better grasp why some students are not withdrawing in a timely manner, we have created new questions on our appeal form. We hope to learn more about students' reasons for appealing in order to develop strategies to address any area lacking.

While these might not get to the root of every area we need to address, this will hopefully give us more information to better construct our student communication strategies.

The questions/inquiries on the revised appeal form are as follows:

- I would like the University to take the following action(s).
- Please share the circumstances which led up to the request for this action.

- If you ceased attendance during the semester and did not contact us as soon as you stopped attending, please provide an explanation as to why you waited to contact us.
- Were you aware of the drop/withdrawal deadlines?
- What, if anything, could have been done differently that would have resulted in a more desirable outcome?
- Do you plan to attend Ferris again in the future? If so, how will you ensure this does not happen again?

Question: What could we or should we do with this information?

We learned a lot from evaluating our appeals, much of it unexpected. We started this assessment to find more efficient ways of communicating to our students, in an effort to avoid late withdrawals in the future. However, we discovered that much of the work done in late withdrawal and Title IV withdrawal processes, can be alleviated through employee education. This is important information for us to have, but it was also an interesting discover in and of itself. We learned that the assumed problem might not be the problem at all when it is assessed further. I think this is a valuable lesson; that assessments can unveil something different than expected. Because we are assessing functions, processes and responsibilities in which we are immersed in daily, we usually have a hypothesis upon going into assessment. Here, we uncovered internal issues, and while our actions might necessitate drastic results, it was telling to uncover.

Part III (Next Year)

What continuing or new assessment activities are you targeting next year (2014-2015)?

- Transcript Processing – evaluating current paper processing and implementing electronic transcripts.

- Program Changes – implementing an electronic program change form.

University Center

Submitted by: Mark Schuelke

Part I (Last Year)

What changes did you make as a result of last year's assessment (2012-2013)?

The University Center was under construction during the 2013/14 academic year. During construction, the University Center staff worked out of Helen Ferris Residence Hall and academic buildings to meet the needs of our customers. The University Center Business Plan was drafted during the year.

Part II (Current Year)

What are your Assessment Highlights for the current year (2013-2014)?

Assessment Area (1 of 1): Business Plan

Question: What are you assessing?

During the year we worked on putting together a University Center Business Plan. In the plan, we developed a new mission statement and values for the center. Also, we evaluated our center policies, student staffing and rental rates.

We benchmarked conference space and staffing of Michigan universities and the Association of College Unions International benchmark study of institutions with enrollment of 7,500-10,000 students.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction/Service

Assessment Results:

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

Mission:

- The University Center will serve as the center for all members of the University community, students, faculty, staff, alumni, and guests. The University Center will provide services and programs that foster intentional engagement and collaboration.

Values:

- *Ethical Community* – we will value the dignity of each member of the University community and treat everyone with respect. Our actions will be guided by fairness, honesty, and integrity in our services.
- *Diversity* – we will value an open exchange of ideas while respecting each individual regardless of sex, race, creed, age, national origin, physical ability, or sexual orientation.
- *Collaboration* – we will value student, faculty, staff, and local community partnerships that promote the personal and educational development of our students and the communities in which we serve.
- *Opportunity* – we will provide opportunities for civic engagement, leadership development, advancement, and success in our services, events, and activities.
- *History and Traditions* – we will value the role we play in preserving and promoting the traditions of Ferris State University in the University Center.

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?

The business plan has been passed on to the Vice President for Student Affairs and the President for approval. Once approved, the plan will become our planning document for the opening of the University Center in January 2015.

Part III (Next Year)

What continuing or new assessment activities are you targeting next year (2014-2015)?

We will put together an assessment survey to evaluate our service operations when we move into the University Center in January. We have tested an online conference room reservation system for registered student organizations, faculty, and staff, and are interested in how user friendly it is.

University Recreation

Submitted by: Cinthia Vander Sloot

Part I (Last Year)

What changes did you make as a result of last year's assessment (2012-2013)?

Based on assessment of our Learn-to-Swim Program, we discontinued group lessons and had all one-on-one individual lessons.
We continue to improve leadership training at monthly club sports meetings to develop skills that will transfer to students' future careers.

Part II (Current Year)

What are your Assessment Highlights for the current year (2013-2014)?

Assessment Area (1 of 2): Aquatics Learn-to-Swim Program

Question: What are you assessing?

With the change in the swim lesson format from group and individual to only individual lessons, we surveyed parents to learn their level of satisfaction and their child's level of learning / advancement of skills.

Assessment Category:

Question: What category does your assessment initiative fall under?

This assessment measures parental satisfaction and student learning outcomes in the following areas:

- Swimming skills before and after the course
- Instructor feedback: to parent and child
- Instructor effectiveness: prepared with clear explanations and demonstrations
- Improved comfort and/or confidence in the water
- Improved understanding of water safety, both in and out of the water

If we received a “somewhat agree” or below when using a scoring scale of Strongly Agree, Agree, Somewhat Agree, Disagree, Strongly Disagree, or Does Not Apply, we feel improvements need to be made.

Assessment Results:

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

Assessment Results are as follows:

- 20 participants improved skill, some went from *no skill and being fearful in the water* to *beginner level* swimmers.
- 12 participants believed their children kept the same level of skill, but made improvements in comfort and/or confidence in the water.
- Three parents only “somewhat agree” that the instructor provided enough feedback to parent and child. This is something to improve on, as we want all parents to feel that enough feedback is given.
- All parents surveyed answered that the instructor was effective.
- 100% of participants improved comfort and/or confidence in the water.
- Two parents surveyed answered, “somewhat agree,” that their child improved understanding of water safety, both in and out of the water. Two, with infants, answered, “does not apply,” to this question.

Comments from parents on the Learn-to-Swim Program:

- Instructor was great with my son and did very well getting him to try new things.
- Thank you to Karli (instructor) and to Ferris State University for this opportunity. We appreciate the lessons and the support.
- Really good program (on several surveys).
- This was excellent.
- Older children took lessons 20 years ago at FSU; high quality then, high quality now.
- Instructors were great! (On several surveys).

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?

Using this feedback, we will put more emphasis on providing feedback to the student and to the parent. We will also incorporate a water safety component to each lesson time slot.

<u>Assessment Area (2 of 2): Club Sports Student Learning Outcomes</u>

Question: What are you assessing?

Club Sports is one of our largest programs with participation climbing each year. It is important to know how our programs help develop students, as learning is not the result of discrete experiences, but rather the product of many different kinds of experiences in and outside the classroom.

Each month, club sports presidents are expected to attend a meeting at the Student Recreation Center in which different topics are covered. Some of the topics are policies, procedures, money management, reservations, time management, and all of our university's core values: collaboration, diversity, ethical community, excellence, learning, and opportunity.

Using the university's core values and our department's vision and learning outcomes as our guide, we asked club sport participants to explain how participation helped them learn skills that could transfer to their future careers.

Assessment Category:

Question: What category does your assessment initiative fall under?

This assessment measures student learning outcomes based on participation in organized sport programming and management.

Assessment Results:

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

Using University Recreation's mission and student learning outcomes, club sport participants responded to what they learned and how their learning can transfer to their future career. Following is a sampling of comments:

Establish positive relationships with others in our community:

- We assisted the Learn-to-Skate Program at the ice rink. We had a positive impact on the community by helping little kids learn to skate.
- As a team, we come face-to-face with many different businesses around the community. Through those meetings, we have developed many quality relationships.
- The encounters with the community have taught me how important it is to get involved with your community for the benefit of yourself as well as the community as a whole.
- CrossFit has helped me establish positive relationships with others in the community by helping me meet new people outside of my major. It is an amazing support system for me and the other members as we cheer each other on and push each other to reach our goals. We applaud each other's successes.
- I am more tolerable of people because of how open-minded this club has made me.

Demonstrate fairness, honesty, respect, and integrity with decision making and interactions/work cooperatively with others in a respectful manner:

- By participating in club sports (CrossFit), I have gained valuable characteristics and knowledge such as teamwork skills, leadership skills, respect for myself and others, and a good attitude and positive work ethic. CrossFit is tough and the workouts can get intense, but you learn to push yourself and increase your mental strength to not give up.
- Being on a sports team is like being in a corporate environment. Everybody has different opinions that need to be respected and you learn good social interaction skills.
- The team must treat others and their facility with respect. We must use integrity when interacting with referees, coaches, and the opposing team.
- Hockey is a great way to learn how to work as a team. It takes a lot of time and critiquing to make sure that everyone is playing at their full potential. For us, that means that we have to correct each other in a way that does not offend, but teaches.
- Using time wisely and being an effective team player are things that can apply to almost any career. Since the job world emphasizes team work, it only makes sense that a sports team would teach people the same basic skills they need to work with any team.

Effectively manage time:

- We are part time athletes, full time students, and may even have a job. Being able to adapt to a schedule like ours gets easier over time because we learn to be efficient with the time we have for activities or responsibilities. Managing time is a very important skill to learn now and for the future.
- Club sports and the club hockey team has always established that school comes first. With such a passion for hockey, I don't want to miss any ice time or games so I make sure my school work gets done first. Time management will help me in my future career as I understand the importance of deadlines and getting things done on time.
- I learned how to effectively manage my time while playing hockey. With school and all the work, club hockey taught me how to use my time more wisely and develop good time management skills. This will definitely transfer to my future career as a nurse.
- The time management skills that I learned will definitely transfer and I will use it when balancing my future career and home life.
- Being part of a team forces us to take time from other responsibilities to play and train. Using time wisely and being an effective team player are things that can apply to almost any career.
- Practice time is dependent on when the rooms are available and when the team is available. Often it isn't a convenient time, so we need to manage our time to get our homework/studying done before or after practice. This will help me in my future career to prioritize my work.

Identify personal strengths and weaknesses:

- Many of the movements we perform (in CrossFit) expose the weaknesses and strengths in a person's flexibility, strength, and motivation. Instead of having members continue to struggle, we suggest exercises and stretches to help them improve, and a result is their increased motivation. Without this recognition, one will not know what to do to be a better employee and contribute more to their career.

- Joining this club has taught me that I can push past discomfort to become better. It would not be possible without the motivation from others on the team. In my future career, I've learned that when a situation becomes tough, you must be able to keep yourself and others motivated as you work toward a goal.
- This club is all about testing and challenging yourself. Its nature is to constantly push you to make you a stronger, healthier individual. If you work hard enough, you can accomplish so much.
- I learned strengths and weaknesses through playing and coaching. I learned the importance of delegating tasks to others who were better suited and learned to be patient and try different ways to teach individuals skills. This is very transferable to my future career.
- As a future math professor, I will be better equipped to help students in the areas they are weak because of being involved in club sports. The sport gives everyone a chance to improve their strengths and weaknesses throughout the season.

Understand the benefits of leisure and fitness activities for their improved wellness and quality of life:

- CrossFit accepts people of all skill levels. We have exercises that allow you to become a fitter person. Many have noticed an increase in energy from being more active and attribute it to our workouts. We stress a proper diet, which will set a standard for better food choices in the future. Leisure, or what we call our recovery days, are important for the health of our bodies. All of this is important in a career because it emphasizes balance and the increased contribution a person will make to their career.
- This club has definitely taught me the importance of exercising regularly. Last semester, I exercised sporadically with the start of pharmacy school. I was stressed out and did not think I could fit exercise into my already busy schedule. I exercised five times a week this semester and I not only feel healthier, but all aspects of my life have improved as a result. I will encourage my patients to have an active lifestyle and their wellness will be of primary importance to me. Being able to motivate my patients to be active (thereby limiting medications for diabetes, hypertension, etc.) will be a part of my daily routine.
- Being active is a very important thing in life. Your health should be your number one goal.
- Learning to love hard work through a healthy fit lifestyle is an essential thing for a successful life. The work it takes to stay healthy and fit transfers into any career.
- There is constant encouragement among team members and competitors. The lifestyle is high intensity combined with a healthy diet which will, undoubtedly, lead to a higher level of wellness and quality of life. This is directly transferable to a career for balance and productivity.
- I now understand the focus and direction it takes to push myself for better fitness and wellness. The challenging goals keep me interested and motivated. This will be very valuable when working on projects in my future career.

- Playing hockey throughout my college career will help me live a healthier lifestyle. I will be working out, watching what I eat, and doing some sort of physical activity every day. This will make me a more productive and healthier member of society.

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?

This assessment shows that valuable learning takes place outside the classroom, specifically through recreation and sports. Some of the character traits learned are teamwork, respect, honesty, fairness, integrity, communication, and leadership skills. The University's core values are present in the answers given by our students regarding their learning. Our department will continue to support and mentor club sports participants. It is also important that the students continue to receive the support of others at the University through advising and mentoring.

Part III (Next Year)

What continuing or new assessment activities are you targeting next year (2014-2015)?

We will continue to assess the learning of club sports and intramurals participants. We will also develop an assessment of our more senior student staff members to evaluate their learning and how it aligns with the university's core values and our department's learning outcomes.