

The logo graphic at the top of the page features a yellow rectangular background with a white diagonal line running from the bottom-left corner to the top-right corner. Below this, a thin grey line curves upwards from the left side of the page towards the center.

FERRIS STATE UNIVERSITY

FERRIS FORWARD

Division of Student Affairs

2022-2023 Assessment Highlights

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INTRODUCTION

The Division of Student Affairs' assessment efforts continue to thrive every year. The Student Affairs Division engages in a comprehensive program of ongoing assessment in order to improve our services to students, faculty, staff, and others by following the division's mission statement and three main assessment goals.

Student Affairs Mission Statement: In support of the Ferris State University mission, vision and values, the mission of Student Affairs is to facilitate opportunities for students to access higher education and participate in student-centered learning through diverse experiences that support student engagement, retention, and graduation.

Student Affairs Assessment Goals:

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

With the implementation of the 2019-2024 Ferris Forward Strategic Plan, the Student Affairs Division sees the importance of influencing the direction of the university's future. The Division of Student Affairs continues to remain true to the University's mission, core values, and vision. Dr. Jeanine Ward-Roof, Vice President of Student Affairs, has empowered and challenged the Division to connect our assessment initiatives to one or more of the five Strategic Focus areas of the Ferris Forward Strategic Plan. The Strategic Focus areas and their goals are as follows:

- **Academic Programs and Offerings:** Balancing distinctive and comprehensive programs, Ferris will offer innovative educational experiences that blend theory and practice, allowing graduates to flourish in our dynamic, global society.
- **Enhancing Resource:** Engaging all stakeholders, faculty, staff, alumni, and community members, Ferris will implement innovative strategies to enhance University resources.
- **Institutional Effectiveness:** As demanded by our Core Values, Ferris will advance the University's mission by promoting a university-wide culture of effectiveness and connectedness, led by transparency, innovation, and accountability.
- **Pride and Community:** Striving to share our proud story, Ferris will provide members with empowering experiences and partnerships.
- **Student Success:** With students at the center of everything we do, Ferris will continue to demonstrate our commitment to their success through recruitment in targeted markets, integrated support services, and intentional career development experiences.

The following are highlights of the assessment initiatives from the Division of Student Affairs for the 2022-2023 academic year:

Admissions (Enrollment)

Part I: Last Year (2021-2022)

What changes did you make as a result of last year's assessment (2021-2022)?

This past year Jacob Schrott assumed the role of implementing the processing of veterans. We now work through our system processes first, then use a report to update the VA systems. This allows us to accommodate the updated timeframe imposed by the VA.

Part II: Current Year (2022-2023)

What are your Assessment Highlights for the current year (2022-2023)?

Assessment Area (1 of 1): Support for Muskegon Heights High School:

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

This year, a team that included The Associate Director of Admissions Charlotte Tetsworth, Associate Director Jeff Stewart, Admissions Recruiter Anissa Williams, and Financial Aid representation and TIP Coordinator Nick Palmer, came together to address the need for college planning within the Muskegon Heights High School. Anissa spoke to Jeff and Charlotte requesting the help to reach out to the students at Muskegon Heights High School because they did not have a guidance counselor or other college advising available to their students. Since 2017, Anissa has been the only Muskegon Heights High School student who has come to Ferris State University and successfully completed college. The Ferris Achievement and Success Team (FAST) collaborated with Financial Aid and the TIP coordinator to create the Apps to Caps program for the high school. The team visited the high school and supported the foundational relationships created by Anissa. We continued our intensive outreach to the students that we met through emails and text messages, answering any questions they had.

Just in this year, these efforts have given us 18 applicants, 11 of which signed up for orientation and of those students, seven attended and have a schedule for the Fall 2023 semester. One student is scheduled to attend late orientation and has yet to schedule.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Student Learning Outcomes

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Student Success Initiative 1 – Expand access through targeted recruitment efforts.

Assessment Results:

Question: What evidence was present and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

As stated above, over the past five years we have had no increase in attendance from Muskegon Heights High School. This year we are admitting, scheduling, and hopefully retaining 7-8 students. We will continue to monitor their progress throughout the year.

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?

It is my sincere hope that we can continue this engagement through FAST with other schools who face the lack of college preparation/advising resources.

Part III: Next Year (2023-2024)

What continuing or new assessment activities are you targeting next year (2023-2024)?

We will continue to monitor the success of our Muskegon Heights students at Ferris and hopefully will collaborate with other schools moving forward.

Admissions (Recruitment)

Part I: Last Year (2021-2022)

What changes did you make as a result of last year's assessment (2021-2022)?

N/A – This year is the first year that I have participated in the divisional assessment efforts.

Part II: Current Year (2022-2023)

What are your Assessment Highlights for the current year (2022-2023)?

Assessment Area (1 of 1): Remedial Course Data:

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

Remedial course data was assessed this year for incoming students enrolled during Fall 2018 – Fall 2022. Student scheduling can directly impact a student's willingness to attend the university which is what provoked an interest in assessing this area. In an effort to assess and determine overall effectiveness of remedial education at Ferris, we reviewed data that included placement data, grades earned, retention, and course progression in a subject area. The courses reviewed were ENGL 074 and MATH 010 in comparison to ENGL 150 with SLA and MATH 110 with SLA. The data was supplied through reports provided by an Institutional Research programmer.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Other; however, it could also be tied to student learning outcomes as there is focus on the effectiveness of courses students are placed in during their initial enrollment at Ferris.

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Institutional Effectiveness – Focus on the effectiveness of coursework required of students based on their placement criteria coming out of high school.

Assessment Results:

Question: What evidence was present and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

There is a lot of research to support the elimination of remedial coursework, with a push towards cocurricular remediation or supportive assistance built into the traditional course schedule. Similar services of this nature provided at Ferris are the C4 Program or SLA facilitation. There were similar outcomes (i.e., retention, pass rate, enrollment in the next level course, etc.) for students who enrolled in remedial

coursework (ENGL 074 and MATH 010) in comparison to ENGL 150 with SLA and MATH 110 with SLA that would validate the need to eliminate remedial coursework. Slight differences were observed over the years but there remained a small percentage in the difference between each course outcome, leaning toward no significant changes to overall effectiveness.

Course Enrollment Data by Year					
YEAR	ENGL 074	ENGL 150-SLA	MATH 010	MATH 110-SLA	FTIAC TOTAL ENROLLMENT*
2018	144	155	85	501	1888
2019	196	184	127	423	1897
2020	154	81	122	336	1544
2021	190	131	98	254	1410
2022	217	130	115	370	1749

Percentage of students earning C- or higher by Course and Year (Passing Rate)				
YEAR	ENGL 074	ENGL 150-SLA	MATH 010	MATH 110-SLA
2018	90%	80%	74%	72%
2019	86%	73%	82%	61%
2020	78%	56%	48%	72%
2021	65%	71%	58%	60%
2022	78%	72%	72%	68%

Percentage of Students Enrolled the Following Spring Term (Retention)				
YEAR	ENGL 074	ENGL 150-SLA	MATH 010	MATH 110-SLA
2018	78%	81%	82%	83%
2019	82%	80%	80%	79%
2020	84%	75%	66%	83%
2021	83%	89%	77%	82%
2022	89%	85%	85%	84%

Percentage of students with grade of C- or higher in next level course (Course Effectiveness)				
YEAR	ENGL 074	ENGL 150-SLA	MATH 010	MATH 110-SLA
2018	62%	50%	48%	41%
2019	54%	49%	47%	37%
2020	55%	26%	30%	38%
2021	45%	41%	33%	41%

Explore Possible Actions Based on Assessment:

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

With no evident difference in outcomes, support would be given to improve and expand SLA facilitation or the C4 Program and to eliminate remedial coursework. Elimination of remedial coursework and a move to cocurricular remediation will also support the institutions focus on overall institutional effectiveness, strategies, concerns of student debt, and overall time-to-degree timelines for students. Research and data trends indicate that there will be increases in the need of supportive services for students in English, Reading, and Mathematics due to COVID implications in high school for years to come. Knowing this, academic readiness plans need to be evaluated to ensure we are supporting students appropriately in their coursework while remaining competitive with trends and changes in the higher education landscape.

Part III: Next Year (2023-2024)

What continuing or new assessment activities are you targeting next year (2023-2024)?

Next year, the plan is to assess the effectiveness of our recruitment efforts in the local territory. In collaboration with others around campus, it is my hope to find ways to create a more open pipeline to students enrolling at Ferris from schools within the MOISD. Potential areas of focus will be increasing access to enrollment at Ferris through academic requirement changes, as well as mentorship programs created and implemented through MCAN partnerships.

Admissions (Orientation & Student Events)

Part I: Last Year (2021-2022)

What changes did you make as a result of last year's assessment (2021-2022)?

The Orientation Office added calling campaigns to address important missing requirements such as transcripts and housing status; started the process of transferring online orientation from an outside provider to Canvas; adjusted the in-person orientation to include close captioning during the welcome presentation; and adjusted the class schedule walk from a self-guided format to a guided format. In an effort to organize and increase registration for the program, changes were made to the Crimson and Gold program, and it was successfully reintroduced.

Part II: Current Year (2022-2023)

What are your Assessment Highlights for the current year (2022-2023)?

Assessment Area (1 of 3): Online Orientation:

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

The requirement to complete the online orientation continued for Fall 2022 and Spring 2023. One-on-one advising also remained in place to continue to give all students individualized attention when scheduling courses. Additionally, the feedback from students regarding the one-on-one advising process was overwhelmingly positive.

The following data is compiled from Advantage Design Group Analytics in our online orientation system, from Salesforce reports, and from using results from a survey that students complete after concluding online orientation, but before registering for classes.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Customer Satisfaction
- Outreach

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Strategic Area: Academic Programs and Offerings
 - Key Targets: Foster a rich, student-centered University educational experience

Assessment Results:

Question: What evidence was present and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

1. Participation: As of August 1, 2023, there are 2,207 (active & inactive) FITIAC and Transfer students who have completed online orientation for the Fall 2023 semester. Of those students, 2103 are active and 104 are inactive (those who have cancelled their application, or their acceptance was rescinded). These numbers will continue to develop through the 4th day count (August 31, 2023). Of the 2,207 (active and inactive), 1,737 students are FITACS and 470 are transfer students.
2. Customer Satisfaction: All students going through online orientation were given the opportunity to complete a survey at the end of the last module. Of the 2,207 students who completed online orientation since January 1, 2023, 1,297 (58.8%) completed the survey. Of those that completed the survey, 1011 (78%) were freshman, 271 (21%) were transfer students, and 12 (0.01%) were dual enrolled students.
 - Satisfied with the online orientation experience: 4.44 out of 5
 - Decrease from 4.49 in 2022
 - Feel prepared to be a student at Ferris: 4.13 out of 5
 - Maintained at 4.13 in 2022
 - Online orientation portal is user-friendly and easy to navigate: 4.6 out of 5
 - Increase from 4.58 in 2022
 - My need/concerns were addressed: 4.25 out of 5
 - Decrease from 4.28 in 2022
 - Net promoter score (scale of 0-10): 53% promoters (9-10), 34% passives (7-8), 13% detractors (0-6, with most being 5-6)
 - 2022 Scores: 56% promoters (9-10), 34% passives (7-8), 10% detractors (0-6, with most being 5-6)
 - There was a decrease in promoters, passives remained the same, and a 3% increase in detractors.
 - Qualitative Comments: Comments are primarily positive and include the following:
 - "This has been a great experience, just the beginning."
 - "This was good and helpful."
 - "It was easy breezy!!"
 - "Very detailed and explained a lot of information."
 - "A very easy online orientation."
 - "It's great to have a chance of learning more about FSU before the in-person orientation."
 - "The online orientation presented was efficient and easy to navigate."
 - Comments that reflect room for improvement:
 - "I want to find more detailed information about emotional support animals."
 - "Doesn't quite answer all my questions about how to navigate MyFSU. It's a little confusing."
 - "I was a little confused in some of the forms and where stuff is at on MyFSU app."
3. Outreach
 - Texting Campaigns:
 - Total individual Online Orientation related texts sent: 43,361
 - Total number of texts sent out: 13

- Email:
 - Total number of online orientation emails sent: 6 total emails
 - Total number of individual emails received: 47,398
 - Dates Online Orientation emails went out:
 1. January 23, 2023
 2. February 27, 2023
 3. March 27, 2023
 4. April 17, 2023
 5. May 15, 2023
 6. June 19, 2023
- Calling Campaigns:
 - Incomplete Online Orientation Calls:
 - Total Incomplete Online Orientation Calls: 1,154
 - Total Incomplete Online Orientation Answered Calls: 288
 - Total Incomplete Online Orientation Unanswered Calls: 866
- Fall 2023 Admit Calls:
 - Total Fall 2023 Admit Calls: 15,837
 - Total Fall 2023 Answered Calls: 4,041
 - Total Fall 2023 Unanswered Calls: 11,796

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?

Online orientation is benefiting all incoming students. The online orientation allows students an outlet to not only learn in-depth about topics that are important to understand before they come to campus, but it also offers them a way to review the information at any time.

The primary change that I plan to make to the online orientation is moving the platform from Advantage Design Group to Canvas. By doing this, students will start interacting with Canvas right at the beginning of their time at Ferris State. This is important because students will be using Canvas for the duration of their time at Ferris, so the earlier that they are exposed to the system and understand how it works, the more likely they will be able to successfully navigate it for their classes. Another adjustment that is being worked on is the addition of more videos in areas where there is a lot of reading. The hope is that students will appreciate this format and find it to be a more engaging outlet. With these adjustments, there is potential for improved outcomes for incoming students.

Assessment Area (2 of 3): In-Person Orientation:

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

The orientation process for students enrolling in Fall 2023 not only included the online orientation component, but also the face-to-face orientation component; thus, continuing the Hybrid Orientation model that was introduced last year. In-Person orientation is the final touchpoint of the orientation process before students come to campus in August. Some improvements were made to the in-person orientation process this year by transferring from self-guided class schedule tours to guided class schedule tours. During this time, incoming students walked around campus to their classes with the guidance of an orientation

leader. Small groups were also slightly adjusted, and orientation leaders introduced more services that we offer. We continued with the multiple touchpoint method this year by offering a hybrid orientation process, beginning with online orientation, followed by the Admitted Student Open Houses, followed by the one-on-one virtual advising appointments, and finished with the in-person orientation. Each element was assessed.

The following data is compiled from ADG analytics in our online orientation system, from salesforce reports, and from survey results that students completed after concluding in-person orientation.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Customer Satisfaction
- Outreach

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Strategic Area: Academic Programs and Offerings
 - Key Targets: Foster a rich, student-centered University educational experience

Assessment Results:

Question: What evidence was present and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

1. Participation: As of August 1, 2023, there were 1,772 students who registered for in-person orientation. A total of 1,536 incoming students attended in-person orientation for the Fall 2023 semester. These numbers will continue to develop through late orientation (August 24, 2023). Of the 1,536 students who attended, 1,343 of them were FTIACs and 193 were transfer students.
 - An increase of 125 registrants from 2022 to 2023 (the total number of 2022 registrants was 1,647).
2. Customer Satisfaction: All students who attended in-person orientation were sent a survey via email after attending orientation. Students and parents were also given the opportunity to scan a QR code to fill out the survey at the end of the day. Of the 1,533 students who were sent the survey (3 emails were not valid and could not be sent), 817 people opened the survey, 410 started the survey, and 372 completed the survey. A total of 331 of the respondents were students and 41 were parents, family, or friends.
 - An increase of 34 total respondents this year from last year, with last year's respondents totaling 338.
 - An increase of parent respondents from 5 in 2022 to 41 in 2023.
 - Student Breakout Session:
 - I enjoyed the student breakout session: 4.15 out of 5

- I had fun participating in the activities: 4.06 out of 5
- I look forward to seeing other students I met when returning to campus: 4.47 out of 5
- The information in the parents, family, and friends' sessions was beneficial: 4.68 out of 5
- I enjoyed my lunch on campus: 4.61 out of 5
- What College meeting did you attend:
 - College of Arts, Sciences, and Education: 28%
 - College of Business: 31%
 - College of Engineering Technology: 20%
 - College of Health Professions: 18%
 - General Studies: 3%
- How would you rate your experience in your small groups: 4.40 out of 5
- How would you rate your experience during your Class Schedule Tour: 4.30 out of 5
- Please rate your experience with the one-on-one virtual class registration appointments: 4.52 out of 5
- How likely are you to attend Ferris: 4.92 out of 5
- Net promoter score (scale of 0-10): 72% promoters (9-10), 24% passives (7-8), 3% detractors (0-6, with the majority being 6).
- Qualitative Comments: Comments were primarily positive and include the following:
 - "TJ made the entire experience for me. He was an excellent orientation leader!"
 - "I'm excited to be a bulldog in the fall!"
 - "Small group was amazing!"
 - "Excellent orientation."
 - "We were thoroughly impressed by all of the orientation leaders and the significant amount of information they provided. Our son is confident that Ferris State is the best choice for his higher education, and we couldn't agree more."
 - "Had a great day and am excited for my son to attend Ferris in the fall!! Thank you!!"
 - "Very cool! Impressed with the setup and all the information. Your staff and students are very helpful."
- Comments that reflect room for improvement:
 - "All good. The last presentation for parents basically repeated info we learned earlier in the day, so wasn't as helpful. But we picked up a lot of useful info throughout the day from the other ones. Well done overall!"
 - "A campus map would be a nice inclusion to the orientation bags."
 - "Maybe not as many group activities because sometimes they get boring."

3. Outreach:

- Texting campaigns:
 - Total individual in-person orientation related texts sent: 5,890
 - Total number of texts sent: 13
 - Total individual Admitted Student Open House texts sent: 2,778
 - Total number of texts sent: 2
- Emails:
 - Total number of in-person orientation emails sent: 6
 - Total number of individual received emails: 62,006
 - Dates in-person orientation emails were sent out:
 1. February 13, 2023

2. March 13, 2023
 3. April 17, 2023
 4. May 15, 2023
 5. June 5, 2023
 6. July 10, 2023
- Total number of Admitted Student Open House (ASOH) emails sent: 9
 - Total number of individual received ASOH emails: 64,858
 - Dates ASOH emails were sent out:
 1. January 13, 2023
 2. January 20, 2023
 3. January 27, 2023
 4. February 3, 2023
 5. February 10, 2023
 6. February 17, 2023
 7. February 24, 2023
 8. March 3, 2023
 9. March 10, 2023
 - Calling Campaigns:
 - Admitted Student Open House Confirmation Calls:
 - Total ASOH Confirm Calls: 555
 - Total ASOH Confirm Calls Answered: 140
 - Total ASOH Confirm Calls Unanswered: 415
 - Admitted Student Open House Follow-Up Calls:
 - Total ASOH Follow-Up Calls: 226
 - Total ASOH Follow-Up Calls Answered: 69
 - Total ASOH Follow-Up Calls Unanswered: 166
 - In-Person Orientation Sign-Up Calls:
 - Total Sign-Up Calls: 1,840
 - Total Sign-Up Calls Answered: 511
 - Total Sign-Up Calls Unanswered: 1,329
 - In-Person Orientation Confirmation Calls:
 - Total Confirm Calls: 1,435
 - Total Confirm Calls Answered: 406
 - Total Confirm Calls Unanswered: 1,029
 - In-Person Orientation Thank You Calls:
 - Total Thank You Calls: 1,626
 - Total Thank You Calls Answered: 487
 - Total Thank You Calls Unanswered: 1,139
 - No Show In-Person Orientation Calls:
 - Total No Show Orientation Calls: 221
 - Total No Show Orientation Calls Answered: 76
 - Total No Show Orientation Calls Unanswered: 145

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-person orientation appears to be benefitting all incoming students. In-person orientation gives students the opportunity to become acclimated to Ferris' campus and the community. In-person orientation also gives students the chance to finalize financial aid and housing needs, as well as ask any questions they may have about their class schedule during their college meeting. Finally, in-person orientation helps students meet other incoming students and make their first friends at Ferris State.

One change that I plan to make for the in-person orientation is to expand our accessibility efforts. This includes fully implementing closed captioning for all of the orientation sessions. This year we began implementing closed captioning during the last two sessions of orientation. I am also looking to create an accessibility guide and alternative activities for students who do not respond well to large group activities.

Assessment Area (3 of 3): Prospective Student Programs & Events:

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

There are three primary student programs and events for prospective high school students. The full in-person Crimson & Gold Program was reintroduced for the first time this year since before COVID and was operated by Emily Hicks and Arielle Miller. This program offers prospective accepted students the chance to shadow a current student for a day. Two of our prospective student events include Daily and Midafternoon Visits and Dawg Days. Midafternoon and Daily Visits include a tour of campus and a free lunch at one of our eateries. Dawg Days include a free lunch at one of our eateries on campus, a tour of campus, and a resource fair where students can meet with their academic college of interest. All of these efforts are intended to expose prospective students to Ferris State and help them decide if Ferris State is the best choice for them.

The following data is compiled from Salesforce reports and from results provided by a survey given to students who participated in a given event.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Customer Satisfaction
- Outreach

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Strategic Area: Academic Programs and Offerings
 - Key Targets: Foster a rich, student-centered University educational experience

Assessment Results:

Question: What evidence was present and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

1. Participation:
 - Daily and Midafternoon Total Visit Attendance: 1,835

- Dawg Day Total Visit Attendance: 395
 - Crimson & Gold Total Visit Attendance: 44
2. Customer Satisfaction:
- Daily and Midafternoon Visits:
 - Total Responses: 245
 - Total student respondents: 193
 - Total other guest respondents: 52
 - Dawg Day Visits:
 - Total Responses: 67
 - Crimson & Gold Visits:
 - Total Responses: 27
 - Daily Visit Survey:
 - I enjoyed the admissions presentation: 4.44 out of 5
 - I enjoyed the campus tour: 4.36 out of 5
 - Net Promoter Score (0-10): 56% promoters (9-10), 29% passives (7-8), 16% detractors (0-6)
 - Dawg Day Visits Survey:
 - My experience during check-in was positive: 4.81 out of 5
 - I enjoyed speaking with colleges and departments: 4.63 out of 5
 - The financial aid and admissions information given was beneficial: 4.52 out of 5
 - I enjoyed touring the campus: 4.62 out of 5
 - Have you applied to Ferris State University: Yes: 67% No: 33%
 - How likely are you to apply to Ferris after this event: 4.29 out of 5
 - How likely are you to attend Ferris after this event: 4.08 out of 5
 - Crimson & Gold Visits Survey:
 - I was able to easily find the Crimson and Gold registration form on the website: 4.81 out of 5
 - I was able to choose my visit date easily through the link I was sent: 4.94 out of 5
 - I received sufficient information prior to my visit: 4.63 out of 5
 - I enjoyed the classes that I was able to attend during my visit: 4.63 out of 5
 - I am planning on attending Ferris State University: 4.75 out of 5
 - I enjoyed my experience with my Crimson and Gold Host: 4.94 out of 5
3. Outreach:
- Texting Campaigns:
 - Total individual Dawg Day related texts sent: 12,177
 - Total number of Dawg Day texts sent: 4
 - Total individual Crimson & Gold related texts sent: 14,182
 - Total number of Crimson & Gold texts sent: 2
 - Emails:
 - Total number of Dawg Day emails sent: 17
 - Total number of individual Dawg Day emails received: 209,620
 - Dates Dawg Day emails were sent out (send out dates were not recorded for some of the emails, this has been changed for 2023/2024):
 1. March 10, 2023
 2. March 17, 2023
 3. March 31, 2023
 4. April 7, 2023
 5. July 7, 2023

- 6. July 14, 2023
- 7. July 21, 2023
- 8. July 28, 2023
- Total number of Crimson and Gold emails sent: 3
- Total number of individual Crimson and Gold emails received: 22,879
- Dates Crimson and Gold emails were sent out:
 - 1. January 30, 2023
 - 2. February 20, 2023
 - 3. March 20, 2023
- Calling Campaigns:
 - Daily & Midafternoon Visit:
 - Total Daily & Midafternoon Visit Calls: 1,330
 - Total Answered Calls: 345
 - Total Unanswered Calls: 985
- Dawg Day Visits
 - Total Dawg Day Calls: 1,258
 - Total Dawg Day Calls Answered: 402
 - Total Dawg Day Calls Unanswered: 856

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?

Our various forms of prospective student events and programs appear to be benefiting prospective students and making an impact on their consideration of attending Ferris State University. All of these options offer prospective students a way to get to know Ferris State and all that we have to offer.

A couple of changes that I will be exploring this coming year include implementing calling campaigns geared specifically to the Crimson & Gold program. Continued general development of the Crimson & Gold program will also take place in the coming year.

Part III: Next Year (2023-2024)

What continuing or new assessment activities are you targeting next year (2023-2024)?

The continuing assessment activities that the Orientation Office will be pursuing will include distributing surveys after each prospective student event and orientation. A survey will continue to be sent out for the online orientation participants, and the office will also continue to engage in calling campaigns to collect more data for assessment, along with texting, emailing, and posting on social media outlets.

Anti-Violence Alliance (AVA)

Part I: Last Year (2021-2022)

What changes did you make as a result of last year's assessment (2021-2022)?

The Anti-Violence Alliance changed the way in which it schedules workshops. Instead of providing general public workshops, it switched to giving workshops in partnership with registered student organizations to increase attendance.

Part II: Current Year (2022-2023)

What are your Assessment Highlights for the current year (2022-2023)?

Assessment Area (1 of 2): Attitudes about Prosocial Bystander Behavior:

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

The Anti-Violence Alliance continued to assess the changes in attitude of audience members who completed the Bringing in the Bystander curriculum with a pre- and post-test about prosocial bystander behavior. We continued using the tests made by Soteria Solutions, the licensing group who provides the Bringing in the Bystander curriculum and the organization that will provide the assessment data to the Michigan Coalition to End Domestic and Sexual Violence. The Michigan Coalition used and sent the data analysis in their final report of the Delta project to the Center for Disease Control to provide recommendations about the effectiveness of the Bringing in the Bystander curriculum on a rural college campus.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Student Learning Outcomes—We are measuring whether students learn more about prosocial bystander intervention as a result of the curriculum which will prompt them to engage in prosocial bystander behavior

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Pride and Community—We want all students at Ferris to feel safe and supported by their community and creating a culture of prosocial bystander intervention to prevent harm from happening on campus is a key component of making students feel safe

Assessment Results:

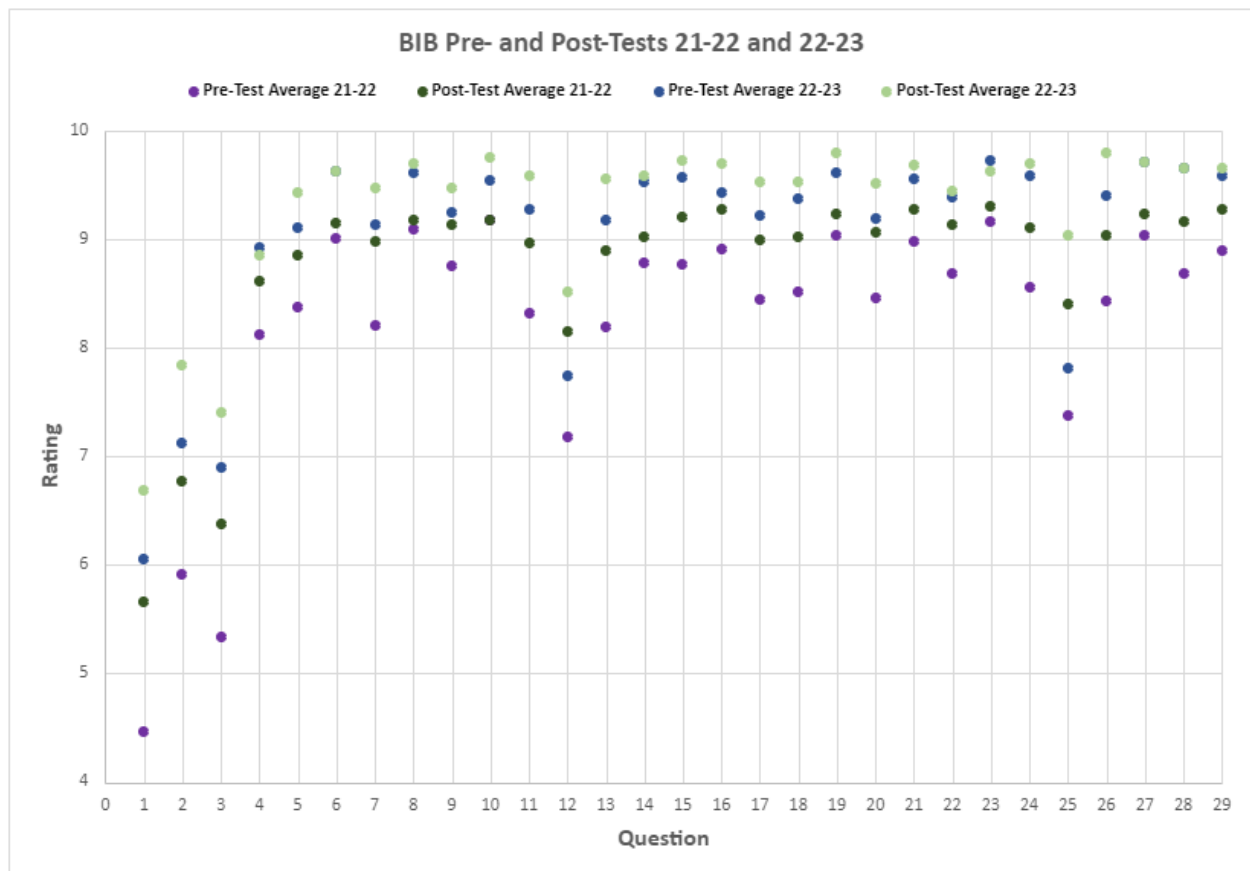
Question: What evidence was present and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

The Soteria Solutions Pre- and Post-Test consists of 29 questions that students respond to on a Likert scale from 1 to 10 where 1 is “Not at all Important” and 10 is “Very Important.” Questions 1 through 3 use a scale where 1 is “Strongly Disagree” and 10 is “Strongly Agree.” The questions are listed below:

1. I don't think relationship violence and sexual assault are a problem at Ferris.
2. I don't think there is much I can do to prevent relationship violence and sexual assault.
3. There is not much need for me to think about relationship violence and sexual assault.
4. How important is it for SOMEONE to tell someone to stop belittling someone else?
5. How important is it for SOMEONE to speak up when they hear someone making victim blaming statements?
6. How important is it for SOMEONE to talk to a friend who is being hurt by their partner?
7. How important is it for SOMEONE to ask someone who looks upset if they need help?
8. How important is it for SOMEONE to call out a friend who is bragging about having non-consensual sex?
9. How important is it for SOMEONE to call out a stranger who is bragging about having non-consensual sex?
10. How important is it for SOMEONE to get help for a friend who was forced to have sex or who was physically hurt?
11. How important is it for SOMEONE to have conversations with friends about what they can do to prevent sexual assault and relationship violence?
12. How important is it for SOMEONE to talk about ending relationship violence and sexual assault on their social media?
13. How important is it for SOMEONE to talk with their friends about being safe in dating relationships?
14. How important is it for SOMEONE to get help and resources for a friend who shares they have been sexually assaulted?
15. How important is it for SOMEONE to do something to help a very drunk person at a party?
16. How important is it for SOMEONE to confront someone who is making excuses for manipulating someone into having sex?
17. How important is it for YOU to tell someone to stop belittling someone else?
18. How important is it for YOU to speak up when you hear someone making victim blaming statements?
19. How important is it for YOU to talk to a friend who is being hurt by their partner?
20. How important is it for YOU to ask someone who looks upset if they need help?
21. How important is it for YOU to call out your friend who is bragging about having non-consensual sex?
22. How important is it for YOU to call out a stranger who is bragging about having non-consensual sex?
23. How important is it for YOU to get help for your friend who was forced to have sex or who was physically hurt?
24. How important is it for YOU to have conversations with your friends about what they can do to prevent sexual assault and relationship violence?
25. How important is it for YOU to talk about ending relationship violence and sexual assault on your social media?
26. How important is it for YOU to talk with your friends about being safe in dating relationships?

27. How important is it for YOU to get help and resources for your friend who shares they have been sexually assaulted?
28. How important is it for YOU to do something to help a very drunk person at a party?
29. How important is it for YOU to confront someone who is making excuses for manipulating someone into having sex?

A total of 104 students completed the survey and the averages to their responses to all 29 questions were compared on the pre-test to the post-test. For 27 of the 29 questions, the scores were higher on the post-test, indicating that students felt that prosocial bystander intervention behavior was more important after completing the Brining in the Bystander curriculum compared to before completing the curriculum. The pre- and post-tests of the 2022-2023 academic year were also compared to the pre- and post-tests of the 2021-2022 academic year. Notably, all scores, for the pre- and post-tests, were scored higher during the 2022-2023 academic year. This suggests that there has been a general campus increase in believing that prosocial bystander intervention is important.



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?

After working three years with the Bringing in the Bystander curriculum, the Anti-Violence Alliance has decided to create its own Ferris-relevant prosocial bystander intervention curriculum. This curriculum will be shortened to an hour in an attempt to be more accessible to groups who cannot set aside 2.5 hours. We also plan to create a different assessment for the new curriculum that uses more current surveying practices, such as keeping the scale to 6 points and using words on the Likert scale instead of numbers.

Assessment Area (2 of 2): Student Engagement:

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

The Anti-Violence Alliance wanted to assess student engagement with our prevention education programs and workshops. Our peer educators spend many hours researching, creating, and practicing content for workshops that we schedule to present in partnership with Ferris registered student organizations. We market joint programs via several platforms, including social media, Bulldog News posts, University Wide Notices, posters, and on the campus calendar. We spend a lot of time getting everything together to offer these programs and wanted to make sure we are meeting the needs of the group we are working with and reaching students in the best way possible. This year we simply counted heads to collect attendance data.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation/Capacity Management (Number of participants)

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Academic Programs and Offerings—Initiative 5: We want to foster a rich, student-centered University educational experience that focuses on all aspects of student well-being, which includes creating and maintaining healthy relationships.

Assessment Results:

Question: What evidence was present and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

During the Fall 2022 Semester, the Anti-Violence Alliance hosted 10 workshops with a total of 156 people in attendance. During the Spring 2023 semester, the Anti-Violence Alliance hosted 10 workshops with a total attendance of 143. Since the previous academic year, we have more than doubled our attendance (with 143 attendees throughout the 2021-2022 academic school year). We have learned that the most successful workshops are those done in partnership with another Ferris organization, specifically with registered student organizations.

Explore Possible Actions Based on Assessment:

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

Based on the success of attendance this year, the Anti-Violence Alliance will continue in its method of reaching out to registered student organizations to address needs and schedule workshops. This method has been consistent in reaching students on campus. This model could be used by other departments as opposed to having general events. Working with student organizations guarantees a baseline attendance and has the potential to draw in a larger number of students who are connected to that organization.

Part III: Next Year (2023-2024)

What continuing or new assessment activities are you targeting next year (2023-2024)?

The Anti-Violence Alliance will continue to work with registered student organizations to increase workshop turnout. We will have a new pre- and post-test to assess the new prosocial bystander intervention curriculum. We will also begin to track attendance at information tables to assess the engagement during this type of prevention education on campus.

Birkam Health Center (BHC)

Part I: Last Year (2021-2022)

What changes did you make as a result of last year's assessment (2021-2022)?

Last year, at Birkam Health Center, we collected and monitored Covid-19 related data. This included collecting data on covid tests administered, vaccines administered, and positive rates of covid. With this data, we were able to assess that the want/need for our clinic to continue to provide Covid-19 vaccine was extremely low. We discontinued being able to provide this service for students/staff, as many students did not qualify for receiving a booster after their initial dose. We also discontinued testing for Covid-19 for every patient who came in with the complaint of "illness." Instead, we tested patients based on symptoms, exposure, or request.

Part II: Current Year (2022-2023)

What are your Assessment Highlights for the current year (2022-2023)?

Assessment Area (1 of 1): Sexual Health Screening:

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

This year we implemented a sexual health screening questionnaire for patients who were visiting the health center for specific types of complaints (STI testing, pelvic pain, urinary symptoms). The questionnaire was provided to a patient within "Healthy Dog," a web-based portal. This is a secure platform that is used by patients for communication purposes and gives patients health-related documents in correlation with their care. Our goal in implementing this questionnaire was to improve our understanding of the types of risk behaviors for each patient. We understand that information like this can be difficult to verbalize during a visit with the provider, so implementing this questionnaire aided in the ability of the patient to disclose this information within a self-reported form/survey.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction/Customer Service (Survey results, etc.)

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Student Success
 - With students at the center of everything we do, Ferris will continue to demonstrate our commitment to their success through recruitment in targeted markets, integrated support services, and intentional career development experiences.

Student success goes hand in hand with their physical and mental wellbeing. The sexual health questionnaire impacts the choices of testing and treatment of sexually transmitted infections, especially with certain at-risk populations, allowing the Health Center to offer individualized care to all. We will also be assessing the positivity rate amongst students/patients who are tested. This data will give us a better understanding of what infections are circulating amongst students, and which will also play an impact on the community at large.

Assessment Results:

Question: What evidence and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

Preventative and promotional health with our students fosters academic success, consistent attendance, and social coordination with peers. Our students can have individualized conversations about their sexual health with their provider and make informed decisions through direct education. Using a survey-based method for data collection allows for the patient to feel comfortable being honest and openly disclose pertinent risk factors. We have found that the majority of students prefer to disclose information this way verses verbally. The provider is able to review the data prior to an appointment, so that they know information that is needed to be discussed at the appointment and this makes for a “good icebreaker.”

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 plan to continue this method of collection when a patient is seeking care for this type of service.

Part III: Next Year (2023-2024)

What continuing or new assessment activities are you targeting next year (2023-2024)?

For the 2023-2024 year, the Birkam Health Center will assess lines of services in regard to cost/revenue. The Fall of 2023 will be the first semester that the health fee will be non-refundable, and we feel that there is the potential for several of our services to be offered to students “free of charge.” Some of these services include TB shots/readings, influenza vaccinations, and allergy injections. Being a health center that can keep costs low to students is of high importance because it allows there to be minimal barriers to students who are seeking our services. This is an area we are currently assessing and will continue assessing as the new academic year enrolls.

Career and Professional Success (CAPS)

Part I: Last Year (2021-2022)

What changes did you make as a result of last year's assessment (2021-2022)?

During the 2021-2022 year, we fully reviewed employer engagement on campus and shared ideas on ways we can improve tracking and continue the increase in employer engagement. This past year, we continued the use of Handshake and created new networking opportunities, such as Aerospace Industry Day. Our employer engagement is back to a pre-pandemic number and is growing. We are using Handshake more effectively to record employer engagement and communication.

Part II: Current Year (2022-2023)

What are your Assessment Highlights for the current year (2022-2023)?

Assessment Area (1 of 3): Career Readiness – First Year Students:

Submitted by Intern, Mikhaila Martin

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

We are assessing the career-readiness levels of first-year students at Ferris. A survey was sent to all first-year students through email, and the data was collected from the results. The survey was sent to 1,516 students and 231 students participated, giving a 15% completion rate.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Needs Assessment
- Career Readiness Skills Assessment

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Student Success – Position career readiness and ExperienceShips at the center of a Ferris State education

Assessment Results:

Question: What evidence was present and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

This assessment showed the range in which students were comfortable with various career-readiness elements. One goal of the CAPS office is to equip students with skills to obtain a successful and fulfilling career. One aspect of that is helping students be equipped with the necessary career readiness skills to

succeed. This assessment serves to quantify the areas in which students need additional career-readiness education and to provide our office with data that shows which topics to focus on that would best equip students with these skills. The self-assessment survey consisted of 8 self-rated questions relating to the NACE essential career readiness skills, 6 general career readiness questions, and one question regarding the career preparation resources that students have used at Ferris.

8 Career Readiness Skills

	Career & Self-Development	Communication	Critical Thinking	Equity & Inclusion	Leadership	Professionalism	Teamwork	Technology
No Skill	3.5%	3.5%	0.9%	3.5%	3.9%	0.9%	0.9%	1.7%
Exploring Skill	27.7%	11.3%	10.8%	17.7%	15.6%	10%	9.5%	13.9%
Understand Skill	40.7%	30.7%	21.6%	32.9%	28.6%	22.9%	20.8%	31.2%
Applying Skill	23.4%	38.5%	58%	32.9%	32.5%	45.9%	41.8%	39%
Can Inspire Others to Use Skill	4.8%	16%	8.7%	13%	19.5%	20.3%	20.8%	14.3%

One notable theme from this data is the consistency of students rating their level at “applying skill” for all categories except for “Career and Self-Development.” This raised questions regarding what students consider “applying” a skill, if they understand what each skill is, or if there is an over-inflation of their perceived skills. Research from employers has indicated that most college graduates are not at the level of skill application consistent with their standards, so it raises some questions about how students define and rate their skills.

Equity and Inclusion and Leadership are the two areas students rated they are least knowledgeable. This provides the CAPS office with topic areas to focus on in the coming year.

General Career-Readiness

	Identified Career Path		Researched Labor Market		Have Specific Career Goals
No	3%	No	14.3%	No	6.5%
Unsure	23.8%	Not In Depth	40.7%	Yes, but not specific	33.3%
Yes	73.2%	Yes	45%	Yes	60.2%

	Academic Internship Requirement		Have a Handshake Account		Have a LinkedIn Account
No	12.1%	No	65.8%	No	58.4%
Unsure	42%	Incomplete	11.3%	Incomplete	13.4%
Yes	45.9%	Yes	22.9%	Yes	28.1%

After reviewing the data from the 8 career-readiness questions, some additional questions were raised regarding the accuracy of the students' self-reported responses regarding Career and Self-Development skills. According to the data, 40.7% of students responded with "understand skill" regarding Career and Self-Development and only 23.4% with "applying skill." However, the responses from this set of questions show that 73.2% have an identified career path, 45% have researched their career labor market, and 60.2% have specific career goals. These responses show an application of Career and Self-Development skills, which leads to continued questioning of how students are defining these skills and what their perception of these skills entails.

Although career success may not be what first-year students focus on the most, it is still beneficial to them to understand the resources available for their career success. This data highlights that students have not emphasized creating Handshake or LinkedIn accounts, with only 22.9% of students having a complete Handshake account and 28.1% with a complete LinkedIn account. Both platforms are beneficial tools for professional connection and career development and, when utilized, can improve students' professional skills and networking. Students also are uninformed of internship requirements for their intended major, with 42% of students being unsure of the requirement. Educating students about their major requirements (especially internships) is an important way students can be better prepared for their intended career, and it will give them time and experience to determine if their intended career is right for them. The CAPS office is well-equipped to assist students with required internships and can connect them with employers searching for interns and potential employees.

Career Preparation Resources Used at Ferris State

The table below shows the various career-related resources available at Ferris for students to use. The career and internship fair is the highest percentage of all career-based resources utilized by first-year students, which is a wonderful opportunity for them to get immersed in the career world. It is encouraging to see the number of first-year students participating in the fair, and we hope with more career-readiness skills being taught to students, those numbers will increase. Resources such as career planning and career goal setting can be impactful resources for young students, undecided students, or students who are looking for professional assistance with their career planning; and ensuring resources like these are available can only increase student use and success.

Resume Review	Practice Interview	Career Planning/Goal Setting	Cover Letter Review	Career Interest Assessment	Career Exploration/Labor Market Research	Any services at CAPS	Ferris Career and Internship Fair	Employer Info Session	Job Shadow/Informal Interview
13%	5.7%	13.2%	4.9%	7.3%	6.7%	5.7%	30.3%	4.9%	8.3%

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 pinpoint specific areas where students need more educational opportunities or to discover the areas in which they are excelling, it is important to consider and track the students' changes and growth of skills, their understanding of career-readiness, and their use of career-related services offered at Ferris. This survey was created to obtain a general baseline assessment of first-year students' career-readiness skills and was designed to track student progress throughout their time at Ferris. To achieve this, the CAPS office will distribute the survey yearly to the same cohort of students, and data taken from the surveys will be compared to previous years to help track growth and identify any needs that are not being met.

The survey also raised concerns of the scale at which students were rating their skill level and how that would compare to an employer's rating of skill levels. It can be common for individuals to inflate their response in a self-reported survey, so comparing first-year students' answers with employers can provide additional insight into (if any) differences there are regarding skill level. Having a clear understanding of employer expectations can contribute to future educational needs and provide guidelines to be used. Creating time and resources to research employers' definitions of career-readiness skills compared to students' ideas of career-readiness skills can allow more specific direction and insight into how to educate students to be career ready. CAPS can use this information as a focus in our education spotlights and classroom presentations. CAPS will also review the survey questions to improve the definitions of the skill levels that so that a more accurate choice can be made by the student.

Career Readiness services, especially career exploration and planning, are extremely low at Ferris with first-year students. There is a need for focused marketing of these services to this specific cohort of students. CAPS can focus these efforts by developing career-centered learning environments where there is open discussions and an emphasis on major-specific career opportunities which will help in a student's understanding of their career field. This would include collaborative efforts between the CAPS office, Ferris educators, and academic advisors to teach and inform them of ways to incorporate career-focused discussion within the classroom and during advising meetings. Through training offered by the CAPS office, Ferris educators and academic advisors can be equipped with the tools necessary to inspire and inform students of career readiness skills, and the importance of understanding the professional world. The CAPS office can also provide information for students about employer skill expectations, career skill definitions, and ways to build career-related skills. Educational campaigns can be created by the office that target specific areas of career-readiness skills and provide accurate and consistent definitions of those skills based on employer expectations. Hands-on workshops that provide opportunities for students to apply career-readiness skills can also be created to provide further education and promote individual growth.

Assessment Area (2 of 3): Career Readiness – Graduates:

Submitted by Michele Albright

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

This assessment data was collected as a survey which was given during the Spring 2023 Graduation Fair and sent by email twice to all students who were registered to graduate in May 2023. A total of 149 survey responses were collected from 78 different majors.

The survey was given to assess the graduating students' familiarity with Career & Professional Success (CAPS), asking what their plans were immediately after completion, and whether any graduating students may need our support. Understanding that these students were impacted by the Covid-19 pandemic during much of their higher education career and that Career Services was newly restructured and re-branded, it was expected that this cohort may have limited knowledge of our services along with a limited commitment in their post-graduation direction.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Needs Assessment

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Student Success – Position career readiness and ExperienceShips at the center of a Ferris State education

Assessment Results:

Question: What evidence was present and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

Results from the survey indicated that 85.2% of the 149 respondents stated that they had not used the CAPS office, with 8% replying yes, and 7% were unsure. These results indicate that our office would benefit from an increased, more effective, and broader marketing strategy.

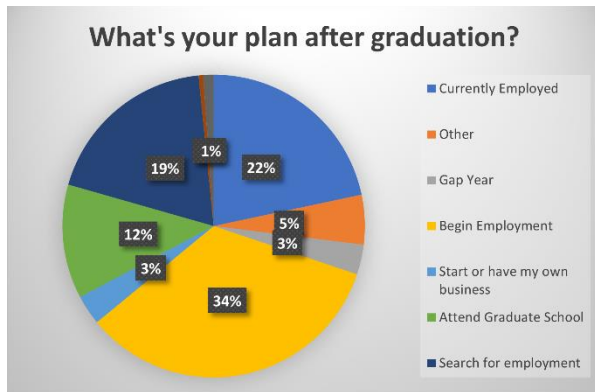
When asked about their plans after graduation, 22% of respondents claimed that they currently have employment, 34% will begin employment after graduation, 19% selected to search for employment, 12% will attend Graduate School, 5% selected other, 3% selected that they will take a gap year, and 3% of respondents own a business or plan to start their own. The data tells us that approximately 27% are not confident in their next step after graduation and may benefit from services that CAPS can provide. There is also an opportunity to increase resources for students that own or aspire to have their own businesses. A total of 12% indicated that they will be attending graduate school which is consistent with the majority of students enrolled in health, pharmacy, optometry, and pre-professional programs.

The third question asked if the respondent would like to receive contact from a CAPS staff member, with 7% responding yes. Those students were contacted and introduced to our services. However, with the minimal request generated by this survey, it is assumed that the respondents have low confidence or knowledge of our office and resources, including how we may support their career objectives. Deducting the 7% who requested contact by our office from the 27% who may benefit from career-related support leaves a 20% opportunity gap where CAPS could connect with several more students, given adequate resources.

Table 1:



Table 2:



Explore Possible Actions Based on Assessment:

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

We will work with University Advancement and Marketing to develop a strategy that improves the image, message, content, and visibility of CAPS through branding, placement, and coordination of social media, signage, and use of campus communications.

We are continuing the effort to engage students through a coaching model, beginning in their first year at Ferris State, with the expectation that they will become familiar with, develop confidence in, and utilize our services before they leave the university.

This survey data serves as a glimpse of the broader student population and as a base for continued assessment of our graduates and their needs for career experiences and support. This also fuels an effort to engage faculty, staff, and motivated students as "Career Champions" across the university, and to broaden the conversation and expand high-impact experiences, coaching, and career resources for our students.

We will consider the feasibility and need to add the eight NACE essential skills competencies to this survey so that we can have a first year and last-year comparison of essential skill levels.

Assessment Area (3 of 3): First-Year Peer Engagement:

Submitted by Angela Roman

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

New last year, all peer coaches used Navigate to document engagement with first-year students in the Peer Engagement Coaching program. This allowed for new data to be collected and provided more robust technology to analyze data. For this assessment report, we are reviewing engagement and outreach, reviewing topics in which first-year students engaged with their coach, and are comparing the success of first-year students who engaged with a coach to those who did not. All data was collected from Navigate.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Needs Assessment
- Student Attendance/Engagement

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Student Success – Champion degree completion and ensure a clear path to success

Assessment Results:

Question: What evidence was present and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

Overall data from Fall 2022 entry cohort

- 1763 students – Fall 2022; 1541 students – Spring 2023; **88.8% Persistence**
- 2.68- Fall 2022 Cum GPA; 2.79- Spring Cum GPA; **4.1% Increase**
- 1761- Fall 2022 class registrants; 1231- Fall 2023 class registrations; **70.9% Persistence** *based on class registration as of 8/2/23

1,107 Total Appointments Held

Comparison – All cohort students vs. cohort students who had an appointment with a coach

	All Fall 2022 Cohort students	Students who attended a Coaching appointment	All Spring 2023 Cohort students	Students who attended a Coaching appointment
Total Number	1736	313	1543	277
AVG Cumulative GPA	2.78	2.92	3.07	3.18
Avg Credit Completion	85%	87%	92%	93%
Student with below 2.0 term GPA	316 – 18.2%	52 – 16.6%	117 – 7.5%	19 – 6.8%
Lifetime credit completion under 67%	271 – 15.6%	43 – 13.7%	87 – 5.6%	14 – 5.0%
Number of students with a D or F grade in term	238 – 13.7%	35 – 11.1%	202 – 13.0%	31 – 11.1%
Number of students with 1 class withdraw	223 – 12.8%	43 – 13.7%	164 – 10.6%	33 – 11.9%
Number of students with 1 Major switch	268 – 15.4%	49 – 15.6%	216 – 13.9%	42 – 15.1%

Engagement Topics and Needs-Based Appointment Summaries on Navigate

- No answer = coach left the answer blank
- N/A = coach and student did not discuss this topic
- No = student said they are not...
- Yes = student said there are...

Student stated concerns about academics

Row Labels	Count of Response 5
No answer	28
N/A	791
No	24
Yes	113
Grand Total	956

Student Feels Welcomed at Ferris

Row Labels	Count of Response 6
No Answer	32
N/A	819
Yes	105
No	0
Grand Total	956

Student was recommended to campus resources

Row Labels	Count of Response 7
No answer	31
N/A	838
No	8
Yes	79
Grand Total	956

Student has academic, career, or life goals

Row Labels	Count of Response 8
No answer	32
N/A	882
No	1
Yes	41
Grand Total	956

Student has a network of friends

Row Labels	Count of Response 9
No Answer	29
N/A	743
No	3
Yes	181
Grand Total	956

Appointment summaries allow the coach to write a general overview of the conversation and support provided to a student. Based on this area of the summary, topics that came up often were: seeking information about the student's academic advisor and help in getting in touch with the advisor; tutoring assistance; meeting friends; joining a student organization; overall mental wellness (anxiety, depression, homesickness, motivation); attending events; time management; financial aid/scholarships; and study skills.

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?

Three of our largest takeaways from this assessment are:

1. Navigate is a wonderful data collection tool but we need to fine-tune some things in order to enhance the desired information needed. There needs to be a mutual understanding of what is included in an appointment summary. Questions on the appointment summary could be updated to be more useful for the coaching program, and data analytics in Navigate need to be clearly understood with the help of EAB. The first chart above was difficult to obtain and had some inconsistencies that need exploration.
2. Overall, the coaching program is helping those that interact with their coaches. Unfortunately, less than 50% of students interact with a coach. We are making some substantial changes this next year that we hope will build commitment, time management, and regular input from the coaches. In turn, this should increase the response rate from first-year students.

3. We learned common topics and concerns of first-year students that will help train the next group of coaches. It will also help us plan topics for *Becoming a Bulldog* and social activities this next year.

Part III: Next Year (2023-2024)

What continuing or new assessment activities are you targeting next year (2023-2024)?

Next year, we will be assessing the new Career and Internship Fair model, the new Ferris Scholars Leadership Program, and Career and Professional Success engagement in Navigate.

Center for Student Involvement (CSI)

Part I: Last Year (2021-2022)

What changes did you make as a result of last year's assessment (2021-2022)?

This previous academic year, the Center for Student Involvement experienced considerable staff turnover. Our new team members focused on our foundational work and invested considerable time with our campus programming board, Entertainment Unlimited, as we repopulated the group, developed a robust programming calendar, and developed our student leaders in the organization.

Part II: Current Year (2022-2023)

What are your Assessment Highlights for the current year (2022-2023)?

Assessment Area (1 of 1): Entertainment Unlimited:

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

This past year the Center for Student Involvement invested considerable staff time and resources into our campus programming board, Entertainment Unlimited, to help the group rebound from COVID and to provide robust campus programming. A new staff member joined the Center for Student Involvement and allowed for the office to intentionally restructure job duties. As part of this restructure, we have dedicated half of one staff member's time for planning campus events. This staff member was charged with revitalizing our member recruitment of the campus programming board and providing a robust programming calendar.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Operational Effectiveness

Ferris Forward Strategic Plan (2019-2024):

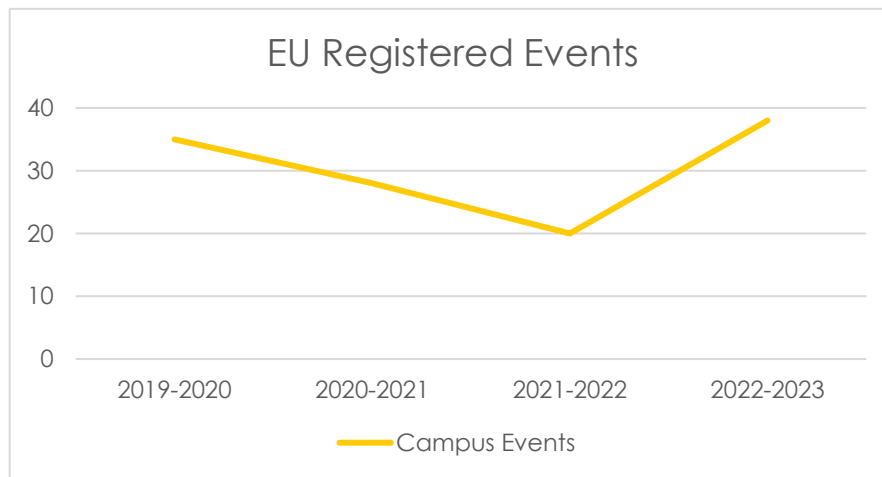
Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Institutional Effectiveness, 1.1. University Structure and Process, i. Opportunities to streamline University processes should be sought with the goal of eliminating redundancies and employing strategies that help the various University units work together synergistically rather than competitively.

Assessment Results:

Question: What evidence was present and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

This past academic year we experienced the largest number of registered events on file for Entertainment Unlimited. With additional advising support and encouragement, there was a 90% increase in programming offered to our campus community.



In addition to registered events, we saw our campus programming board double in size over the last year, providing more students with opportunities for involvement on campus and the ability to build transferable skills through their work.

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?

Through informal assessment, we have found our best attendance clusters around three areas: big name artist, experiences, and drop-in programming. As a result, we may offer fewer overall events, but bigger and more intentional programming.

Part III: Next Year (2023-2024)

What continuing or new assessment activities are you targeting next year (2023-2024)?

This next year, CSI is looking to invest heavily into offering our Registered Student Organizations more support. We look forward to developing competencies for executive board officers and helping students develop skills to effectively run an impactful organization and recruit and retain membership.

Commencement

Part I: Last Year (2021-2022)

What changes did you make as a result of last year's assessment (2021-2022)?

We continue to be mindful of the quantity of programs that are ordered. However, the increase in the cost of paper did not make a difference in cost savings. We will be looking at offering a digital program in future commencements.

Part II: Current Year (2022-2023)

What are your Assessment Highlights for the current year (2022-2023)?

Assessment Area (1 of 1): Orientation Schedule & Social Media Efforts:

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

We are assessing and seeking to alter the commencement schedule and pairings of colleges to improve the experience of our graduates and their families. We are also assessing the continued role of social media efforts on the day of the ceremonies. Data was collected by observation and reviewing the social media outlets that were used.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction/Customer Service

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Institutional Effectiveness

Assessment Results:

Question: What evidence was present and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

We have concluded that we are unable to alter our schedules for our ceremonies. Factors that were considered when assessing the schedules are the following: set-up time for each ceremony, time needed to allow families to take photos, time needed to allow for volunteers to eat, and the overall traffic flow.

Our current ceremony schedule allows time for our volunteers to set up chairs for each ceremony. After each ceremony, chairs are moved aside by guests and graduates, and the chairs are then set up for the next ceremony. The number of chairs that are used for each ceremony is based on the number of graduates who

planned to participate. We also want to allow enough time for our families to be able to take pictures in front of the stage, as well as time for our graduates to take other pictures that they would like in various locations. Another factor was the time that is needed for custodial staff to clean the arena, concourse, and bathrooms for our newly arriving guest. Staff shortages and ensuring the cleanliness of the facility were considered. We then considered the time allowed for our volunteers to be able to eat. Our volunteers work long hours during both our Fall and Spring Ceremonies with limited time between ceremonies. Guests begin arriving 1-2 hours prior to the start of each ceremony. We want to be able to secure the arena as well as provide excellent customer service to guests and be available for any questions. The final factor that we considered when making our decision to not alter the schedule was the traffic flow between each ceremony. Our current times allow guests to leave the facility grounds, creating available parking for guests arriving for the next ceremony. We have collaborated with our Department of Public Safety to coordinate traffic flow to cause less congestion on the main roadways leading in and out of the Sports Complex. They also agree that the time between the ceremonies is acceptable and currently works for these concerns.

Our social media efforts continue to increase each year. We continue to offer and promote the fun congratulatory messages that are seen on social media, which are given by families to their graduate. We currently use Twitter, Facebook, and YouTube, with Facebook and YouTube being the top two media outlets that are used by graduates and their families. We were unable to gather data this year because YouTube and Facebook do not offer a recording feature.

Explore Possible Actions Based on Assessment:

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

We will continue to review ways to correlate the timing of our ceremonies to meet the needs of our graduates and their families. We will seek to schedule all doctorate graduates at one ceremony and monitor the time to see if we need to separate our ceremonies.

We would also like to examine the potential of offering a survey after each ceremony. This will allow us to get feedback from our guests and volunteers participating in the ceremonies.

Part III: Next Year (2023-2024)

What continuing or new assessment activities are you targeting next year (2023-2024)?

Next year, we will assess the opportunity to create and utilize all-digital programs for our commencement ceremonies. We will look at using either a PDF version online, flipbook-type digital program, and/or offering a QR code that allows guests to scan and access the complete online commencement program. We will also consider focusing on sustainability initiatives at Ferris State University and cost savings initiatives as well.

David L. Eisler Center (DEC)

Part I: Last Year (2021-2022)

What changes did you make as a result of last year's assessment (2021-2022)?

As a result of the 2021-2022 assessment, the David L. Eisler Center began closing at 10:00 pm, an hour earlier than before. Our assessment presented that we had very minimal patron attendance and very few reservations after 10:00 pm, showing that there would be minimal impact by the change. This change resulted in saving approximately \$10,000 in student wage expenses.

Part II: Current Year (2022-2023)

What are your Assessment Highlights for the current year (2022-2023)?

Assessment Area (1 of 1): Non-University Affiliated Organizational Usage:

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

This academic year we focused on the use of the David L. Eisler Center (DEC) for non-University affiliated organizations. The DEC tracks non-University affiliated organizations through two price points: non-profit and for-profit business. Data was collected through our facility management system, Mazevo.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Operational Effectiveness

Ferris Forward Strategic Plan (2019-2024):

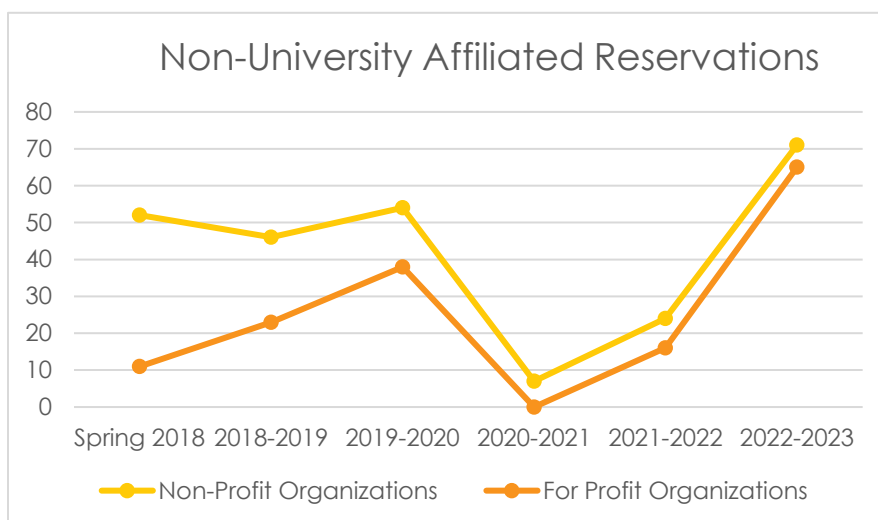
Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Enhancing Resources, 1.4, Increase earnings from University assets, facilities, and intellectual property

Assessment Results:

Question: What evidence was present and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

Based on available data for this past academic year, the DEC experienced record demand from non-University affiliated groups seeking to utilize our space. Our current facility management system data set begins in January of 2018, but conversations with staff indicate that there has not been a year with so many non-University affiliated reservations compared to what we have seen over this past year.



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?

Non-University affiliated organizations utilizing the DEC bring their own set of opportunities and challenges. The greatest opportunity has been the additional revenue they bring into the facility. However, these organizations require significantly more touchpoints than a University-affiliated organization. We are currently exploring adding additional student staffing, offering additional amenities, and working closer with Catering to create a more streamlined experience.

Part III: Next Year (2023-2024)

What continuing or new assessment activities are you targeting next year (2023-2024)?

For the upcoming year we would like to look closer at the skills and abilities that our student staff are developing and find avenues to capitalize on those experiences.

Financial Aid/Scholarships

Part I: Last Year (2021-2022)

What changes did you make as a result of last year's assessment (2021-2022)?

Our 2021-2022 assessment focused on the Initial Participation Process whereby an academic instructor reports a student's non-attendance in a registered course, the Registrar's Office (RO) then processes a schedule adjustment, and finally the Financial Aid Office (FAO) reviews aid eligibility in accordance with regulatory guidelines for participation. This process presents challenges as a student's participation status can change at any time throughout the semester which results in new reporting, or changes to previous reports, and communication among many offices. Process and communication improvements were the focus following our assessment and prior year achievements:

Coordination and documentation:

Financial Aid continued to partner with the Registrar's Office to develop process documentation including workflow functions and logic, as well as policy (process and procedure) documentation and clarification. The timelines and responsibilities of designated individuals were outlined, including designation of processes run by FAO or RO, to update student records including enrollment, registration status, and student active/inactive status.

Process improvements:

Set up was modified in MyFSU Self-Service Banner where instructors report. Rather than having the student participation status default to "No" or blank, which required instructors to update most students to "Yes", the class list began defaulting to a "Yes" to signify participation. This allows for instructors to only update non-participating student statuses, reducing instructor reporting time. An "unknown" status option was also added to accommodate exceptions for later reports, possibly due to late session starts or internships. Additionally, this gives instructors an opportunity to submit a full class list, even if there are student statuses that are still undetermined. And lastly, a statement was added below the instructor submission button to acknowledge that they are certifying the reported status for each student as described by the participation standards.

Communications:

As predicted in last year's assessment, automated delivery of a "sections not reported" data file was launched. This resulted in bi-weekly automated reports being sent to the Academic Deans so that they could monitor instructor contributions to the IP process, establish accountability, and lead toward increase exposure and ultimately improved reporting ratios.

Part II: Current Year (2022-2023)

What are your Assessment Highlights for the current year (2022-2023)?

Assessment Area (1 of 1): Donor Scholarship Processes:

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

The primary focus and goal of donor scholarship assessment is increased spending from donor accounts. The university treasury manager maintains a complete list of donor funds, balances, and spendable amounts. This balance sheet has demonstrated underwhelming statistics in terms of overall spend rate as well as spend rates by each college/academic unit. To develop steps toward improved spending, the scholarship team first set out to evaluate the roadblocks that prevent effective spending, then remove those barriers.

Clean up: The FAO scholarship team began by evaluating data contained in the report from the treasury manager. This included reassigning funds to the correct departments that were responsible for the review and administration of the awards, known as “6P” funds.

Audits: The Financial Aid scholarship team grouped donor funds by academic unit, then conducted an extensive review of the donor agreements (DOI/MOA) and reviewed those against the MyScholarships system. This review also included adding notations regarding improper criteria (some examples include language that was outdated, illegal, vague/ambiguous, or nonconforming with policy/practice, or exceptionally limiting when searching for a qualified applicant pool).

Master Recipient List: Complete scholarship portfolio lists were developed for each unit, noting fund name/number, spendable allowances for the 2023-2024 award cycle, and notations of whether a fund was ready to award or had an issue that would prevent the award, such as:

- Fund should be inactivated (illegal, criteria not applicable)
- Issues with donor agreement, recommend a new agreement via UA&M (illegal, limited applicant pool, no agreement on file, missing signature(s) on agreement, etc.)

Concurrent to managing the reviews mentioned previously, the scholarship team also set out to modify processing timelines; develop policy/procedure/process documentation; deliver training to liaisons in the use of the MyScholarship system; review best practices training and documentation of the committee and reviewer; and make improvements to post acceptance (gratitude/thank you notes) processes, and more.

Coordinated efforts with UA&M: The scholarship team scheduled routine, bi-weekly meetings with Jacqueline Holman, Stewardship and Donor Relations Coordinator, along with holding frequent conversations with fundraisers and UA&M leadership. In addition, FAO leadership and Enrollment Services leaders met periodically with UA&M to review objectives & outcomes, provide support for improved processes, and share information broadly with other university departments and leaders. All efforts were intended to unify communications and expectations and encourage university-wide support for new scholarship administration policies and practices.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation / Capacity Management: We intend to improve the process for both student scholarship applicants and scholarship liaison/committee members by improving access to information and data.

- Customer Satisfaction / Customer Service: Our goal is to award students a greater percentage of the dollars that are available through the charitable gifts from our donors.

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Institutional Effectiveness Initiative 1
- Student Success Initiative 2
- Enhancing Resources Initiative 1
- Pride and Community Initiative 1, PC 1.4

Assessment Results:

Question: What evidence was presented and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

Currently our scholarship team is developing spending reports for donor funds and identifying specific action steps that can improve spend rates while reducing administrative burden. They continue to meet with leadership within Enrollment Services as well as Advancement Officers and their leadership. Together these teams are coordinating best practices to share information and influence policy among the Academic Deans. Recently updated spend reports have been distributed to continue to urge greater spending following the initial “first round” awarding cycle. As of late July, overall spending is slightly outpacing the previous year, with more anticipated in the next month. All indicators suggest more dollars will be placed on student accounts compared to last year, increasing the students’ financial burden.

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?

Early in the scholarship cycle, during the liaison training process, it was determined that the current scholarship database system (MyScholarships) is not meeting the needs of constituents across campus. The system does not have single sign on capabilities and has resulted in numerous phone calls and emails from students, staff, and scholarship committee members trying to access the system. In addition, the system often experiences “lag” time or fails to offer functionality critical to enhanced automation and reduced processing times. We are currently exploring opportunities for a new system that will make the administration of scholarships easier for all involved. It is our hope to implement a new system ahead of next year’s awarding cycle.

Part III: Next Year (2023-2024)

What continuing or new assessment activities are you targeting next year (2023-2024)?

For our 2023-2024 assessment, we will focus on the “Bridge to Success” program, a collaborative project with the Admissions Office and local high schools. The program has been administered in a limited

capacity for the past three years, starting with an introduction at Morley Stanwood High School. The bridge program's mission is to connect local high schools and their students to Ferris, by promoting enrollment at Ferris and breaking down barriers to local student engagement with FSU, leading to increased applications, and resulting in greater enrollment by local students. A new committee has been formed to expand the Bridge to Success Program to other MOISD local high schools. Plans include developing an advertising campaign with tag lines, t-shirts, a logo, webpage, etc. We want to create special campus events for local students and their families so that they can experience and participate on our campus. In addition, we are hoping to streamline the admittance process for these local students, working with the academic colleges on campus to guarantee admission for students meeting certain GPA requirements. We also plan to develop college preparation offerings to help these students meet the challenges of college classwork. Our intent is to remove the stigma currently attached to staying local, with the hope of yielding more of these local students and removing any barriers that may prevent them from being successful.

Housing and Residence Life

Part I: Last Year (2021-2022)

What changes did you make as a result of last year's assessment (2021-2022)?

Housing and Residence Life are new to the Student Affairs Division this year and did not participate in last year's assessment efforts.

Part II: Current Year (2022-2023)

What are your Assessment Highlights for the current year (2022-2023)?

Assessment Area (1 of 1): Student Satisfaction at Move-In:

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

Housing and Residence Life assessed the satisfaction of move-in from the students' perspective. Data was collected via a survey.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Program Success

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Enhancing Resources
- Pride and Community

Assessment Results:

Question: What evidence was presented and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

Based on student feedback, we have noted that students appreciate the pomp and excitement that occurs during move-in. Students appreciate the excitement that they feel as soon as they walk onto campus and during the move-in process.

Information from the student survey was used to create targeted outreach to faculty/staff to request volunteer participation during move-in.

Results from the survey also justified the purchase of industrial-sized mobile laundry carts that were placed at each hall to assist with the move-in process. Students and their guests liked having these available as they

were able to place multiple items inside them and push it to their rooms, minimizing the time spent carrying items from their vehicle to their residence hall, as well as making it physically easier for themselves.

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?

An increased number of carts have been purchased for next year and will be available to help students with their move-in process.

Part III: Next Year (2023-2024)

What continuing or new assessment activities are you targeting next year (2023-2024)?

Next year, we plan to assess the following:

- The new housing lottery process of releasing rooms in a staggered manner. This was intended to provide a more equitable housing process.
- Continued review of the student staff training process to ensure that the learning outcomes of the curriculum are transparent.
- Continue to administer the Student Satisfaction Survey to gather information about the student move-in experience at Ferris.

Institutional Research & Testing (IR&T)

Part I: Last Year (2021-2022)

What changes did you make as a result of last year's assessment (2021-2022)?

Assessment Area (1 of 1): New Dashboard IR

After making the decision to move forward with a different dashboard, Power BI brought a new look and feel to our data visualization. We were able to present more data elements in a limited space with the increased capability of summarizing substantial amounts of data, allowing individuals to see and identify the patterns and information at a glance.

This new dashboard allowed us to provide reporting and informational metrics to the campus community. This data allowed us to track the status of various data points such as enrollment, applications, demographics, and many other items.

We continued to increase data points last year and have integrated automated querying of system data to produce these data sets.

In the future, we will continue to seek ways to improve and integrate more into future dashboards. We want to continue to provide and enhance both the actual numerical data that individuals need with these quick and simple visual summaries of that data.

Part II: Current Year (2022-2023)

What are your Assessment Highlights for the current year (2022-2023)?

Assessment Area (1 of 1): Taking the Steps to Going Green:

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

There is a lot of paper waste generated from the student assessment of instruction (SAI) process and from many of the reports that are generated every semester and every year, so the office made the decision to make a difference and started to transform processes. Stacks of paper questionnaires were printed, distributed, and collected from students, and stacks of annual reports were generated, printed, and copied, all of which were put away in storage areas or shredded. Not only was this all time-consuming and costly, but it was also environmentally harmful and wasteful.

Over the past couple of years many things have started to change. The longest effort underway and now complete is the transition of the SAI's to an online platform, eliminating the need for paper. The more recent efforts have been reducing, and in many cases, eliminating large, printed reports, with almost all reports now entirely accessed on-line.

The undertaking to revise the SAI paper process to an online process took several years, since Academic Affairs did not require all faculty to adhere to the new process from the onset. Some faculty immediately

embraced it, while others were slower to adapt and conform. The elimination of paper forms not only eliminated a lot of paper use but reduced administrative burdens as well.

We have followed the same process in the office and decreased the number of printed reports. Almost all are now disseminated and accessible on-line rather than printed and sent out to sometimes large-sized distribution lists.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction/Customer Service

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Institutional Effectiveness

Assessment Results:

Question: What evidence was present and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

The office/university can “Go Green.” We can make a difference and transform into an eco-friendly workplace. By “going green,” there is an increase in efficiency, and a decrease in printing and filing time. There is cost savings by minimizing the need for paper and toner. We are aligning our office with newer, faster, and more efficient ways to work, and changing the culture in the office by transitioning to a paperless mindset. Slight change can have a lasting impact. The trek to go digital with the SAI’s sparked a movement in our office to change and go green in other areas too.

Shown here is a snapshot of the IR&T web site with examples of annual reports that are available on-line.

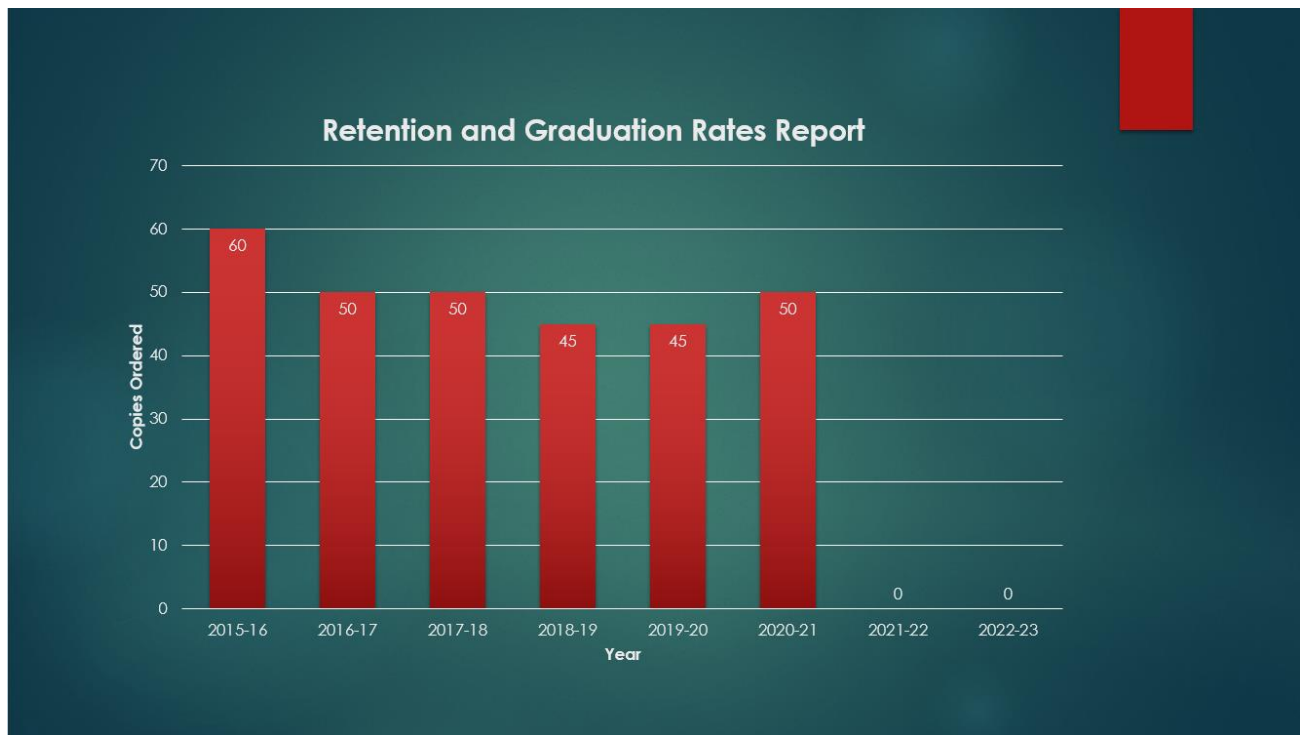
[Fact Book Download](#)

Enrollment & Retention Data

[Official Fall Enrollment Summaries](#)[Official Winter/Spring Enrollment Summaries](#)[Official Summer Enrollment Summaries](#)[Fall-Spring-Fall Retention](#)[Retention and Graduation](#)[Applied, Admitted, Enrolled 4th day counts](#)[Graduate Follow-up Reports](#)[Graduate Exit Survey](#)[Productivity Reports](#)

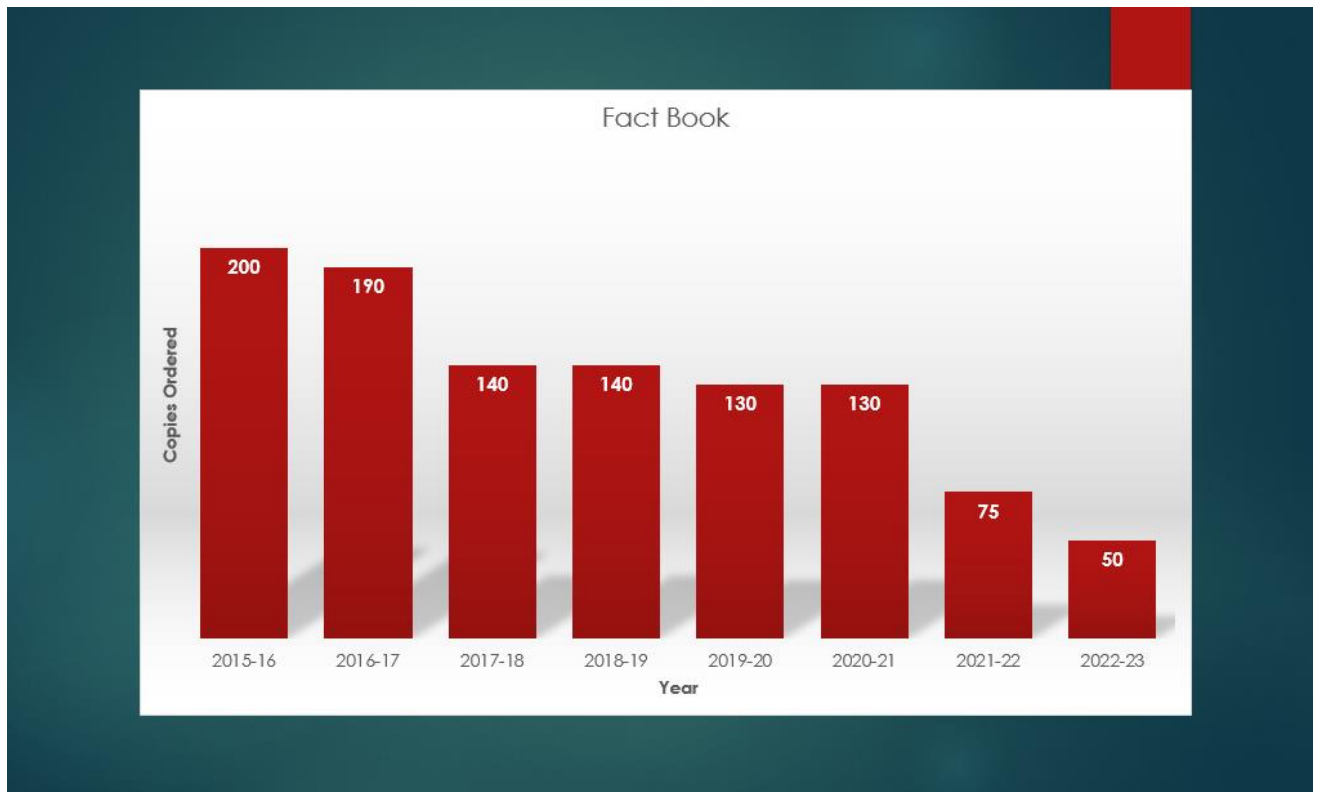
The two highlighted reports are examples of reports previously printed in hardcopy that have been fully online for the past two years. On average, these reports combined were using over 12,000 pages a year.

Shown here is an example of one of the reports no longer printed. This graph shows the decrease in the number of Retention Graduation Rates Reports ordered from the Copy Center from 2015-16 to now, which is zero. This report is now fully on-line:



Using the example of this report, we can see that the total number of pages of paper used decreased from over 10,000 pages in 2015-2016 to zero in 2022-2023. Annually, even as the numbers of hard copies decreased, there was an average of 8,000 pages printed per year for the six years represented. During this time frame, there was a savings of 48,000 pages shown from this specific report. The average price of this report was \$10.00 for each copy, saving approximately \$500 a year (\$10.00 X 50 copies).

Shown here is the decrease in the number of Fact Books Ordered from the Copy Center over time:



This shows that the total number of pages of paper has decreased from over 18,000 pages from 2015-2016 to currently approximately 7,000 pages. Annually this is a minimal decrease of 11,000 pages a year for this particular report.

The Graph below portrays the decrease in the number of printable Scantrons (bubble sheet pages) requested.



For a three year period, this illustrates the use of over 93,000 scantron sheets. This number is now zero.

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 continue to explore new ways to reduce our waste and our footprint. We will continue to improve on not only our own experience with going green, but also for those receiving the digital documents. We will work to improve our process for those using our reports by receiving the reports quicker, providing easier access to the information, and creating the ability to share the reports with others electronically.

Moving to a paperless office really has many advantages, cost savings, increased efficiencies, positive impacts on our environment, increased productivity, and increased collaborations.

We are trying to not only “Go Green” to help the environment and future, but also to conserve resources and save money at Ferris.

Part III: Next Year (2023-2024)

What continuing or new assessment activities are you targeting next year (2023-2024)?

Next year, IR&T would like to follow-up on one or more of the following:

We will continue to monitor the possibility of the use of a new Placement Testing Software after this year. Pilot software was used in a few colleges in the past couple of years on a trial basis.

We will continue to evaluate the needs of the campus communities in regard to data visualization and dashboard data in conjunction with the campus *Enterprise-Wide Reporting Solution*.

We may have the ability within the next few years to evaluate the Re-Up and/or the First Scholars (First Gen) efforts in which the institution has begun to undertake.

Office of Student Conduct (OSC)

Part I: Last Year (2021-2022)

What changes did you make as a result of last year's assessment (2021-2022)?

In 2021-2022, the Office of Student Conduct assessed data from previous years, which displayed racial disparities for students documented for alleged policy violations and who were referred to the Office of Student Conduct. Since then, the Office of Student Conduct has amended our procedures based on last year's assessment. Those changes include implementing a spectrum of resolution options to adjudicate policy violations in a non-formal process. In addition, continuation of bias training has been offered to Housing members.

Part II: Current Year (2022-2023)

What are your Assessment Highlights for the current year (2022-2023)?

Assessment Area (1 of 1): Resolution Options:

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

Over the past year, the Office of Student Conduct wanted to assess whether implementing a spectrum of resolution options increases student satisfaction and to explore if having more avenues to address concerns reduces the inequities currently present in student conduct referrals. In combination, the Office of Student Conduct wanted to explore additional opportunities to address low level reports.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Program Review

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

Student behavior can have a significant impact on the individual and the community. Addressing student misconduct and helping students grow and be positive members of our campus community through a fair and equitable process increases student access to education, helps develop lifelong skills, and maintains a dynamic academic community. Working to address inequities in our current process will remove barriers to education, increase a sense of belonging, and help students and the community thrive. Equitable and inclusive concern/conflict resolution processes (built and assessed through program review and data) can positively influence the following targets of the strategic plan:

- Institutional Effectiveness Initiative 1: Engage in a thorough review of University structures and processes and complete an organizational realignment, to be conducted in a way that provides

ownership (or shared understanding) of important University structures while also increasing trust, efficiency, and effectiveness

- Academic Programs and Offerings Initiative 2: Honor our commitment to lifelong learning
- Academic Programs and Offerings Initiative 3: Spur a culture of data-driven decision making across the University
- Academic Programs and Offerings Initiative 5: Foster a rich, student-centered University educational experience

Assessment Results:

Question: What evidence was present and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

With our previous Director of Student Conduct leaving the university and a small number of students opting to utilize one of the options, there is not enough data to indicate if those who utilized the spectrum of resolution options were found responsible at a lower rate than those who go through a formal process, or if the spectrum of resolution options addressed concerns of inequities. Continuation of the spectrum of resolution options will still be available in the hopes to gather additional information this upcoming year.

Explore Possible Actions Based on Assessment:

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

Based on the small number of students who utilized an option from the spectrum of resolution, an increased awareness of these options is a possible action based on the previous year's assessment. The Office of Student Conduct has planned tabling events and anticipate more events in which information about the spectrum of resolution will be offered to students.

Part III: Next Year (2023-2024)

What continuing or new assessment activities are you targeting next year (2023-2024)?

To continue the Office of Student Conduct's efforts to increase student satisfaction and explore other options of addressing referrals, an Alcohol and Drug Diversion Program will be implemented. Students who are referred to the Office of Student Conduct for first-time low-level drug or alcohol violations will be given the opportunity to opt into the program. This program consists of a pre-survey that asks questions about substance use and their connection to campus, three meetings with Ferris' CREW (Collegiate Recovery and Education Wellness) Office, the creation and completion of five S.M.A.R.T. goals, and a post-survey. The students who opt-in and complete the diversion program will not receive a disciplinary record for that referral.

Personal Counseling Center (PCC)

Part I: Last Year (2021-2022)

What changes did you make as a result of last year's assessment (2021-2022)?

Last year we looked at no-show rates for our counseling sessions. These were broken down by virtual and in-person session types. Coming out of the COVID-19 pandemic, we hypothesized that there would be a sustained, meaningful interest in virtual counseling. We also looked at data that would help us better understand how we were retaining our clients past their first intake session, for both virtual and in-person sessions.

Interestingly, the last year has shown us that our hypothesis was inaccurate. This past year students overwhelmingly elected to attend in-person counseling sessions. Last year we were experiencing approximately a 50/50 split for clients choosing virtual as opposed to in-person sessions. This year we found that students elected to have in-person counseling sessions over 80% of the time.

Part II: Current Year (2022-2023)

What are your Assessment Highlights for the current year (2022-2023)?

Assessment Area (1 of 1): Client's Demographic Data:

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

This year we have analyzed our client demographic data for the last six years. Due to technical constraints of our electronic health record (EHR), we have never had the ability to analyze our client's demographic data at scale. Thanks to a summer project this year, we now have access to 12 data points worth of trends going back to 2017. We are analyzing the following 12 data points:

1. Client's Age that they initiated counseling
2. Client's Gender Identity
3. Client's reported ethnicity
4. Client's current class status
5. If the client is a part-time or full-time student
6. Client's GPA
7. Whether or not the client works
8. Whether or not the client lives on campus
9. The referral source for that client
10. The client's reason for seeking counseling
11. Whether or not the client has engaged in counseling in the past
12. Whether or not the client has ever been hospitalized for a mental health reason

This summer, our BSW (Bachelor's Social Work) intern went through the last six years of client records and hand recorded 12 different data points of over 2200 individual clients who have accessed counseling services at the Personal Counseling Center. This data is initially collected from the intake paperwork that

each client is required to complete before starting counseling. All the data was compiled into an Excel spread sheet and analyzed using Excel.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation/Capacity Management

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Student Success
 - Increase the overall first-year retention rate to 75%
 - Improve the overall six-year graduation rate for full-time FTIAC bachelor's degree-seeking students to 65%

Assessment Results:

Question: What evidence was present and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

The following data represents the overall trends of our client's demographic data points for the past six years (2017). The sample size for each data set is N=2278.

Age

Unsurprisingly the vast majority of our clients range in ages from 17-22 years old. The highest frequency for age is 19 years old (23.54%), followed by 18 years old, then 20, and then 21. This is consistent with our anecdotal experience from our clinicians who felt that there was a slight majority of our clients who were undergraduates. The table below contains the seven highest reported groups.

Age of Client	Total Percentage
17	1.05%
18	21.74%
19	23.54%
20	17.17%
21	13.09%
22	10.10%
23	4.35%

Gender Identity

The vast majority of our clients for the past six years identify as female (61.18%). This is consistent with the larger mental health community where people identifying as a woman seek counseling at a higher rate than all other reported groups.

Client's Identified Gender Identity	Total Percentage
Male	35.7%
Female	61.18%
Transgender Male	1.62%
Transgender Female	.48%
Genderqueer	.48%
Polygender	.04%
Other	.09%
NA	.31%
Additional category	.09%

Ethnicity

Students who identify as White/Caucasian make up the majority of our clients (74.18%). This is followed by students who identify as Black/African American (12.12%), Multi-Racial (5.84%), and Hispanic/Latino (2.9%). All other category percentages are >1%.

Client's Identified Ethnicity	Total Percentage
White/Caucasian	74.18%
Black/African American	12.12%
Multi-Racial	5.84%
Hispanic/Latino	2.9%

Class Standing

The majority of our clients first engaged with counseling as a first-year student at Ferris (29.69%). The graduate student grouping had the lowest frequency of individuals who have engaged in counseling at the PCC (5.88%). Freshmen-Senior class status seem to utilize services at a similar rate.

Class Standing	Total Percentage
Freshmen	29.69%
Sophomore	22.84%
Junior	21.91%
Senior	19.37%
Graduate Student	5.88%

Student Status

Almost 2/3 of our clients are full time students (62.98%) versus part-time students (34.48%).

Client's GPA

The majority of our clients have GPAs that range from 3.00-3.99 (45.81%). This is a challenging data point to analyze; however, as 27.1% (617) of our clients report not knowing their GPA at the time of completing the intake paperwork.

GPA Range	Total Percentage
<1.0	.53%
1.0-1.99	2.42%
2.0-2.99	20.77%
3.0-3.99	45.81%
<4.0	3.38%

Client's Work Status

53.67% of our clients report that they have a job compared to 46.29% of students who report that they are not currently working at the start of counseling.

Client Living on Campus

53.58% of our clients reported that they lived on campus either in the Residence Halls or in the on-campus apartments. 46.38% of our clients report living off campus.

Who Referred Client to PCC

The primary way our students have been referred to our office is by self-referral (41.24%). The next three most common referral sources are a friend, faculty/staff, and by their family.

Referral Source	Total Percentage
Birkam Health Center	4.17%
Dean of Students	.83%
Faculty/Staff Member	13.35%
Family Member	11.02%
Friend	16.78%
Self	41.24%
Office of Student Conduct	5.53%
Partner/Spouse	3.6%
Personal Health Care Provider	3.47%

Reason for Seeking Counseling

The primary reason students seek out counseling services at the PCC are for challenges related to presumed Depression (30.04%). Co-occurring Anxiety/Depression and Anxiety are the next two most cited reasons for seeking counseling. This is consistent with the overall mental health landscape with roughly 20% of the population struggling with a mood disorder.

Reason for Seeking Counseling	Total Percentage
Anxiety	24.68%
Co-occurring Anxiety/Depression	25.25%
Depression	30.04%
Grief and Loss	2.24%
Adjustment Issues/Homesickness	1.8%
Other	7.11%
Roommate/Friend Issues	2.46%
Social Anxiety	2.15%
Trauma	4.26%

The Client has Engaged in Counseling Previously

There was roughly a 50/50 break down of clients reporting having engaged in counseling previously versus never having tried counseling in the past. 50.15% of clients have tried counseling before compared to 49.8% of clients who have not.

History of Hospitalization

The vast majority of our clients have never been hospitalized for a mental health reason (87.22%) compared to the number of students who have been hospitalized at least one time (12.74%).

Students experienced a greater sense of inclusion and belongingness after attending events that promoted the LGBTQIA+ community, such as the Drag Bingo event and the Pride Big Rapids Festival. Students who participated in the LGBTQ+ Resource Center Discord Server also demonstrated a heightened level of awareness of resources available to them.

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 data set is a new tool for our office and offers limitless possibilities for further analysis. We have not yet had the opportunity to dig further into the data and explore intersections of student's demographic data such as "What percentage of our clients, who identify as male, struggle with anxiety?" We are able to control for several variables at once to improve our understanding of our gaps of service, but we also have not yet been able to break down the data by year so we can measure change over time. The data reported in this assessment report offers just a preliminary snapshot of the types of clients who have sought out services at the Personal Counseling Center since 2017.

Moving forward we will continue to update this spreadsheet yearly and start to look at year to year trends and eventually, four-year cycle trends. With this data we will be able to target different populations for outreach more intentionally and effectively. For example, we need to be better at connecting our minority students with counseling services as well as build better relationships with our graduate students as both of these groups utilize counseling service at a much lower rate than their peer groups. The PCC experiences the same challenges engaging men in therapy as the broader mental health community does and this data confirms that. We can use this data to better identify our referral gaps. Roughly 20% of our referrals have come from campus partners (faculty, staff, and offices). There is room for improvement and opportunity to

continue to build relationships with our partners to ensure that all of our students are being referred to counseling when they need it.

Part III: Next Year (2023-2024)

What continuing or new assessment activities are you targeting next year (2023-2024)?

We have several goals that we are considering targeting next year for further assessment. We want to continue to use our new client data set to improve our understanding of the types of clients who seek services with us and for what reasons. We can use this data to inform our outreach and training strategies as well as decide upon the different training topics to consider when planning professional development for our clinical staff. Deeper analysis will help us understand what we are doing well and also identify gaps in our services, outreach, and expertise.

We are also investing significantly in our campus outreach. Last year we increased our outreach offerings by over 150%. We want to continue to connect more with our student community in a non-clinical environment, meeting them where they are. We also know how important it is to continue to build in-roads and provide education and training to professional faculty and staff groups. We are in the process of planning several large-scale campus trainings as well as small programs for RSOs and in classrooms, such as FSUS. We would like to better assess the effectiveness of these trainings through potential pre/post testing, campus climate data, anecdotal reporting, and to see if sustained outreach increases the number of referrals given to students for therapy.

Registrar's Office

Part I: Last Year (2021-2022)

What changes did you make as a result of last year's assessment (2021-2022)?

As a result of staff turnover, the Registrar's Office did not participate in the Student Affairs assessment process in the 2021-2022 academic year.

Part II: Current Year (2022-2023)

What are your Assessment Highlights for the current year (2022-2023)?

Assessment Area (1 of 2): Active Holds:

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

In a continuing effort with the Ferris Equity Initiatives (FEI) Hold Reform Committee, each hold in the STVHLDD validation table was manually reviewed to determine the function of the hold, what processes it prevents, how it is added/removed, what communications occur as a result, and if alternatives should be considered. The goal is to streamline processes, eliminate unnecessary/confusing barriers to students, and reduce inequities experienced based on socioeconomic status, race, or the enrolled college of a student.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Other, Institutional Processes

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Strategic Focus Areas: Institutional Effectiveness; Student Success
 - Key Targets: Increase student enrollment to 13,000 by 2024, increase the overall first-year retention rate to 75%, increase minority enrollment 3% annually, improve the overall six-year graduation rate for full-time FTIAC bachelor's degree-seeking students to 65%

Assessment Results:

Question: What evidence was present and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

As a result of the hold reform analysis process by the FEI Hold Reform Committee, we discovered the following in regard to the 42 holds on the STVHLDD validation table:

- 20 holds are active
- 4 holds are only used for tracking purposes
- 3 holds remain in review

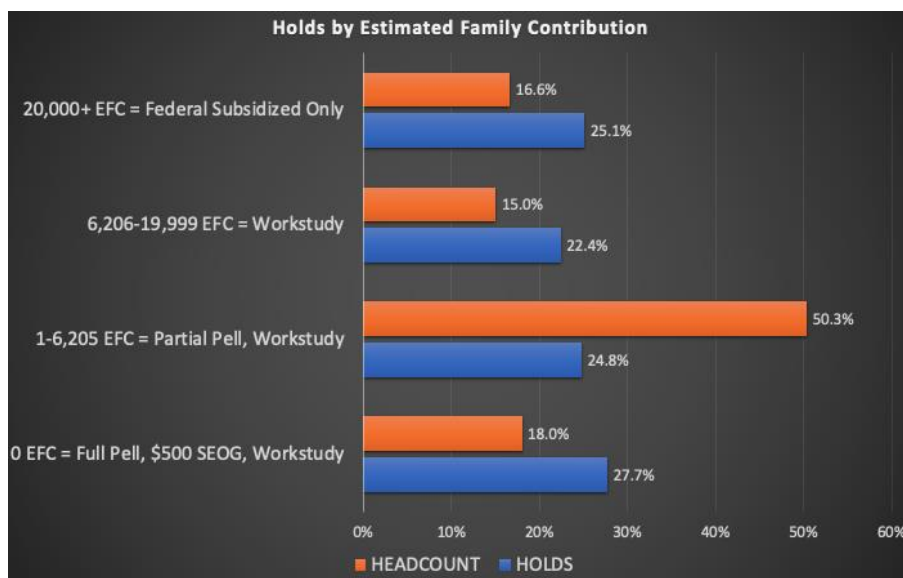
- 15 holds are no longer necessary

Following this analysis, the 15 holds that are no longer necessary were removed from the STVHLDD validation table and their associated student accounts as detailed below:

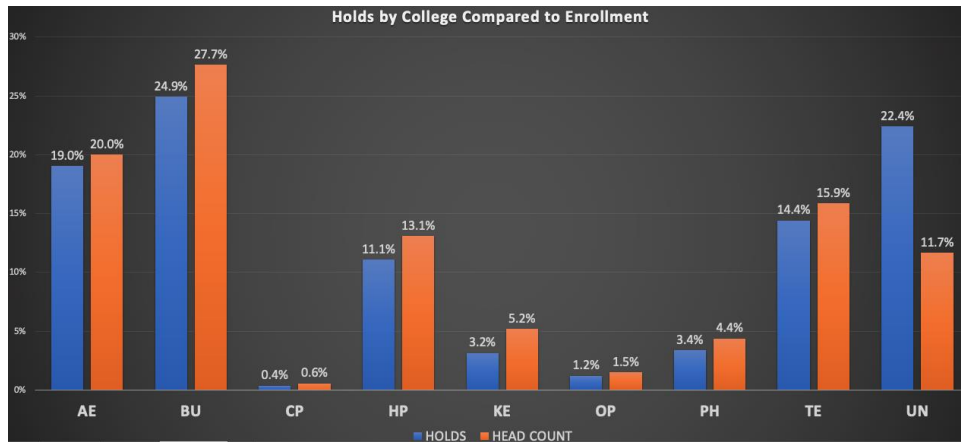
- 257,349 total holds were removed
- 76,925 holds (30%) were still active on student records, despite the students not being actively enrolled at Ferris
- The hold codes removed include:
 - A: Admissions Hold (17 active)
 - BK: Bookstore No Charges
 - ET: ETR Balance Call 616-541-4777
 - F: Financial Aid Hold (177 active)
 - MD: Direct Loan Exit Counseling
 - MK: Ken-Return of Studio Key
 - RC: ADM-Cond Admit Update Trans Rq (9 active)
 - RD: Registration- Academic Denied (7,821 active)
 - RH: Registration- Medical History (39,270 active)
 - RN: Registration- International Affairs
 - RP: Registration- Apartment Doc (4 active)
 - RI: Registration- Immunization (29,289 active)
 - RS: Registration- Athletic Hold (283 active)
 - RV: Reg Hold- SSN Verify Call x3972 (55 active)
 - TR: TIP See FinAid Office 591-2110
- The Hold Validation table is currently populated with 27 active holds, compared to 42 previously: a reduction of 33%

In continuing to investigate the adverse impact to various student populations, preliminary results yield the following for current students:

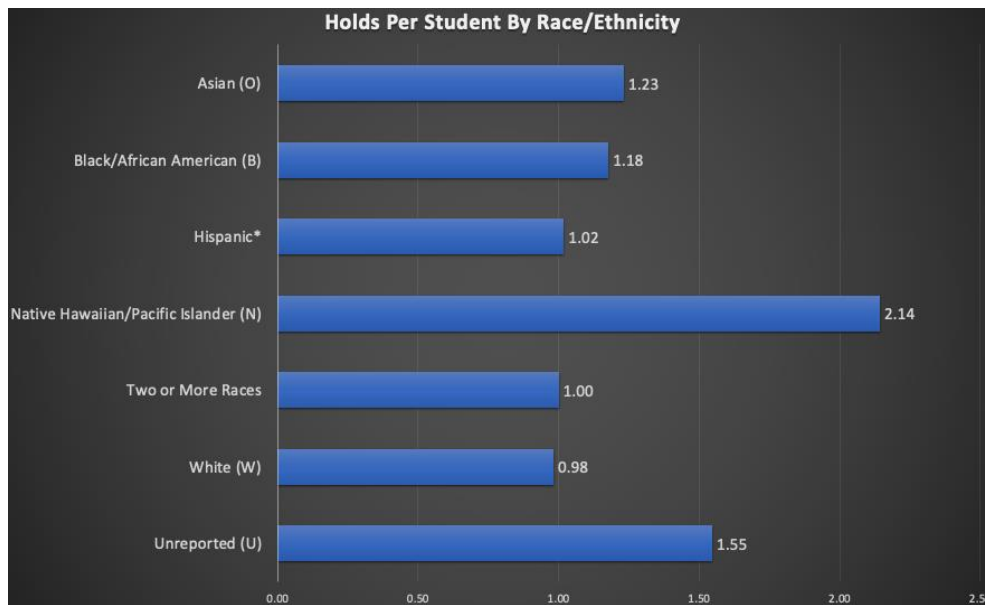
- Holds by Estimated Family Contribution



- College of Enrollment



- Holds Per Student by Race/Ethnicity



Explore Possible Actions Based on Assessment:

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

Based on this information, the following actions are currently underway:

- (RA) Registration – Advising Hold: Discussions are taking place surrounding policy and best practices for which students receive an advising hold as opposed to all students receiving a blanket hold. This includes consideration of whether juniors/seniors would not get a hold placed on their account unless they have a specific academic standing, such as probation, continuing probation, or an academic warning.

- (RO & RZ holds, OREN attributes) – Orientation Registration Holds: These three processes serve the same function and are related to former orientation processes that were different for main campus freshman, main campus transfer students, and statewide students. As a result of process streamlining, the automated job that places the RO/RZ holds will be updated to place the RO hold on all incoming students required to complete orientation. The RZ hold will be discontinued and removed from the validation table. Similarly, the OREN attribute which functions invisibly as a registration hold will be discontinued and removed from the job as well.
- (RL) Registration- Housing Hold: This hold is currently placed on all incoming main campus students even if they are not required to live on campus by policy based on their age or proximity (50-mile radius) to campus. This automated job will also receive an updated code to bring practice into alignment with policy and prevent students from experiencing unnecessary holds directing them to sign a housing contract.
- More collaboration will take place with the FEI Proactive Advising and the FEI Emergency Grants group to see how we can best support our students and seek alternatives to the remaining hold practices.
- Additional data governance and supplemental data engines will be installed to prevent validation tables from losing institutional knowledge with staff turnover, and ensure best practices are followed maintaining institutional holds into the future.

Assessment Area (2 of 2): Total Withdrawals:

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

Following the COVID-19 pandemic, there have been numerous discussions regarding total withdrawals. This assessment seeks to uncover trends surrounding total withdrawals at Ferris State University and dispel misunderstandings attributed to common perceptions versus data-based discussions. The data is extracted utilizing the 'SG0037SB – Student Withdrawals' WebFocus report. Reason codes are student reported when completing the Total Withdrawal online request form, and the academic year is defined as fall and spring terms only in this dataset.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Other, Enrollment Trends

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Strategic Focus Areas: Institutional Effectiveness; Student Success
 - Key Targets: Increase student enrollment to 13,000 by 2024, increase the overall first-year retention rate to 75%, increase minority enrollment 3% annually, improve the overall six-year graduation rate for full-time FTIAC bachelor's degree-seeking students to 65%

Assessment Results:

Question: What evidence was present and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

Total withdrawals at Ferris State University are differentiated into 12 types, outlined below:

- Administrative Withdrawal (AW) – Student course schedule is dropped on last day and assigned as a withdraw due to unpaid balance.
- Judicial Withdrawal Failing (JF) – Student conduct determination is assigned as dismissed or suspended from the institution after the last day to withdraw and will receive “AWF” grades.
- Judicial Withdrawal (JW) – Student conduct determination is assigned as dismissed or suspended from the institution prior to the last day to withdraw and will receive “AW” grades.
- Medical Withdrawal (MW) – Student withdraws from the institution for physical or mental health medical reasons and receives “W” grades.
- Military Withdrawal (WM) – Student withdraws from courses due to military obligations.
- Schedule Cancellation (SC) – Student drops all courses scheduled due to non-attendance.
- Withdrawal (Student Action) (WD) – Student initiates total withdrawal after count day and before last day to withdraw and receives “W” grades.
- Withdrawal Failing (Student Action) (WF) – Student initiates total withdrawal after last day to withdraw and receives “WF” grades.
- Withdrawal (University Action) (WA) – Registrar’s Office is notified of a student death.
- Withdrawal prior to count day for part of term (WS) – Student initiates total withdrawal after courses start but prior to 4th day count.
- Unofficial Withdrawal < 60% (UW) – Student stopped participating in their courses prior to the last day to withdraw but did not initiate a total withdrawal. These are processed at the end of the term.

Despite the COVID-19 pandemic being effectively over, the overall number of total withdrawals continues to increase annually. There was a 4% increase from academic year (AY) 2020 to 2021, a 14% increase from AY 2021 to 2022, and an increase of 21% from 2022 to 2023.

Except for the single-digit total withdrawal codes (JF, JW, WA, WM), for which there is little control in impacting the number of students who are in these categories, each individual total withdrawal type is experiencing an upward trend as well.

	AY 1920	AY 2021	AY 2122	AY 2223
AW- Administrative Withdrawal	9	16	15	27
JF- Judicial Withdrawal Failing	3	0	1	1
JW- Judicial Withdrawal	2	0	1	3
MW- Medical Withdrawal	41	17	37	45
SC- Schedule Cancellation	228	188	261	318
UW- Unofficial Withdrawal < 60%	113	149	196	248
WA- Withdrawal (University Action)	0	0	4	2
WD- Withdrawal (Student Action)	317	349	290	351
WF- Withdrawal Failing (Student Action)	23	7	47	54
WM- Military Withdrawal	0	2	4	2
WS- W prior to count day P of Term	120	116	95	124
WU- Unofficial Withdrawal ≥ 60%	95	144	175	182
Total	951	988	1126	1357

Explore Possible Actions Based on Assessment:

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

Based on this assessment, further partnership across campus may be beneficial to explore preventative options for students who may end up seeking total withdrawals. Below are some options specific to various withdrawal types:

- Administrative Withdrawal (AW) – Effective this upcoming academic year, the amount of an unpaid balance that a student can rollover from one semester to the next without having their schedule dropped is being reduced from \$3,000 to \$1,000. It is believed that the initial increase to assist students during COVID-19 pandemic may have caused students to accumulate more debt than they could reasonably pay, leading to an uptick in administrative withdrawals. Continuing to monitor this may provide better metrics to determine if this policy will offset the increase.
- Schedule Cancellation (SC) – Increased communication to verify students who will be attending their courses prior to the start of the term, as well as additional engagement efforts, may assist in retaining these students. Similar to how CAPS has peer engagement coaches for incoming freshman/transfer students, there may be an opportunity for communication campaigns to ensure students' needs are met prior to the start of each term.

- Withdrawal (Student Action) (WD) – This is the area where students need earlier intervention. With our new Dean of Student Life having a background in student assistance programs and early intervention activities, there is likely an opportunity for a partnership in providing data to assist students prior to initiating a total withdrawal.
- Withdrawal Failing (Student Action) (WF) – It is our hope that the upcoming communication campaign from the Registrar's Office through EAB Navigate will provide more awareness of deadlines than the current Bulldog News portal, potentially reducing this type of withdrawal for a more desirable WD type withdrawal.
- Unofficial Withdrawals (WU / UW) – as these students stop engaging, are there ways to utilize Navigate so that the institution is aware a student stopped out of all their courses prior to the reconciliation in the Registrar's Office at the end of the term? Could our institution start tracking attendance to have earlier intervention and reengage students before it is too late?

There is opportunity in each of these numbers to improve retention, enrollment, graduation rates, and student success, but it will require partnership, potential investment, and a willingness to change current institutional practices.

Part III: Next Year (2023-2024)

What continuing or new assessment activities are you targeting next year (2023-2024)?

Next year, additional assessment should take place surrounding the following:

- Additional analytics related to Hold Reform practices and change in student impact.
- Total Withdrawals- continuous monitoring of trends using additional metrics to track whether race is a factor and if various underrepresented student populations are disproportionately impacted by this process.
- EAB Navigate Communications- A preliminary look at how the first year of the Registrar's Office of the Navigate communication campaigns are received.

Title IX

Part I: Last Year (2021-2022)

What changes did you make as a result of last year's assessment (2021-2022)?

Last year we looked at data from the 2020 Campus Climate Survey in regard to the percentage of our students who recalled receiving information about our sexual misconduct policies and bystander intervention efforts, and whether that information was useful. When that data was broken down by campus (Big Rapids, Statewide, KCAD, and Online), we observed that students who identified as being attached to a statewide location or online were less likely to report the information as useful than their peers in Big Rapids or KCAD. As we have reviewed our materials over the last year, we have been intentional about including statewide resources when it makes sense.

Part II: Current Year (2022-2023)

What are your Assessment Highlights for the current year (2022-2023)?

Assessment Area (1 of 1): Disclosure reported to the Title IX Coordinator:

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

This year, one of our initiatives was to look at the number of disclosures reported to the Title IX Coordinator and compare the number and types of disclosures received to previous years.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation/Capacity Management (Number of participants, etc.)

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Student Success Initiative 2 (SS 2.5)

Assessment Results:

Question: What evidence was present and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

This academic year, the Title IX Coordinator received 190 disclosures that did not feature an employee as the accused. This is a 54.4% increase from the previous year and of these reports, the largest increase was in the number of sexual harassment disclosures received.

	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Sexual Assault	68	48	37	53	45	35	21	28
Sexual Harassment	70	35	16	27	37	21	12	19
Intimate Partner Violence	51	45	31	35	34	22	14	7
Stalking	50	37	25	26	24	19	11	6
Total Alleged Policy Violations	239	165	109	141	140	97	58	60
Total Unique Disclosures	190	123	88	127	115	89	52	54

While the disclosure numbers in 2020-2021 decreased from the year before (likely due to the de-densification of the Big Rapids campus and government imposed gathering restrictions), our disclosure numbers this year have presented an increase as in years' past despite a decrease in enrollment.

Although our campus climate data indicates that sexual misconduct is still under reported, the increase in disclosures is an indicator that our students are seeking support at the University when they need it and that employees are fulfilling their reporting obligations, both of which support student success. The increase in disclosures does not appear to coincide with an increase in students experiencing sexual misconduct while they are at Ferris, as over the course of three campus climate surveys, the percentage of students reporting they have experienced sexual misconduct while at Ferris has declined.

	2020	2018	2016
Reported Experiencing an Unwelcome Sexual Experience(s)	14.9% of all respondents (15.8% of women)	17% of all respondents (20.7% of women)	20.7% of all respondents (26.4% of women)
Reported Experiencing Intimate Partner Violence	19.3% of all respondents (21.8% of women)	24.2% of all respondents (26.5% of women)	20.1% of all respondents (25.6% of women)
Reported being Stalked	27.4% of all respondents (30% of women)	28.8% of all respondents (32.2% of women)	29.4% of all respondents (34.8% of women)

Of the behaviors assessed in the campus climate survey, stalking is the form of sexual misconduct that students most commonly report experiencing but is also the least reported to the Title IX Office.

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?

Before a new campus climate survey is launched, we should review the question(s) that pertain to stalking to ensure the questions we are asking are soliciting the information we intend them to. Additionally, we should review our reporting and prevention trainings to include more information about recognizing and reporting stalking.

Further, the staffing model of the Title IX Office and when/how external resources are engaged should continue to be reviewed and evaluated given the continued trend of increased disclosures.

Part III: Next Year (2023-2024)

What continuing or new assessment activities are you targeting next year (2023-2024)?

The University has hired an external Interim Title IX Coordinator to serve in that role while a search for the permanent Coordinator is conducted. The new Title IX Coordinator should be given the opportunity to identify assessment targets for the office next year. Some suggested topics are conducting a campus climate survey and reviewing the instrument prior to administration, assessing the behaviors reported as sexual harassment as that form of sexual misconduct has had the largest increase in disclosures for two consecutive academic years, and continuing to monitor overall disclosure numbers and assessing capacity of the Title IX Office to respond to the demands.

University Recreation (UREC)

Part I: Last Year (2021-2022)

What changes did you make as a result of last year's assessment (2021-2022)?

We started a new coaching/fitness program during the spring semester last year. After assessing the program and seeing the success, we knew we needed to hire more students to help with this program. We realized we had to advertise this program to more areas across campus and not just through our social media pages. We also created a few more options within the program in order to cater to a broader range of students.

I was able to hire an intern for both semesters to help increase the publicity of You@Ferris to our campus community. During the Fall, we posted about You@Ferris weekly on the ElevateU Instagram page. We participated in many Wellness Wednesday tabling events, focusing on You@Ferris. We were also able to advertise You@Ferris at in-person orientation. We did these things hoping to continue to spread the word about the wellness platform, to get students to sign up, and to use the resources available to them.

Part II: Current Year (2022-2023)

What are your Assessment Highlights for the current year (2022-2023)?

Assessment Area (1 of 2): Student Led Fitness/Coaching Program:

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

This year, we wanted to continue to assess our fitness coaching program for an entire year, with the intent to review total student participation and highlight the things that went well from the previous semester.

We collected our data through GetFeedBack, a survey website. Each student who signed up for the program was sent a link to assess their prior knowledge of working out, their knowledge of using different equipment, their confidence level at a gym, and their ability to perform proper workout movements. After the student finished the program, their coach would send them a post-assessment link. The post-assessment was a little more difficult to obtain student participation because once they were finished with the program, we often times did not interact with them again.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Student success
- Student well-being

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Student Success

- The coaching program and student's well-being relates to the first-year retention rate because of a few factors. First, when a student enters the program and begins to work out in the facility, they create a bond with our coaches, giving them a sense of belonging. These coaches are available to these students throughout the day, so they know they have someone to reach out to. Secondly, exercise is proven to decrease mental health issues such as stress, anxiety, and depression. If we can help reduce or eliminate these mental health issues for our first-year students, then they have a better chance of staying on campus throughout their first year, and ultimately, returning to Ferris for their second year in college
- Like first-year retention rates, a student's wellness journey can affect their ability to graduate within six years. If students are stressed, tired, or do not feel well throughout the academic semester, this often leads to absences from classes, not turning in assignments, and poor test scores. The coaching program does not only teach students how to work out or what lifts to perform, but it helps students develop a routine that they can stick to, grow from, and continue to participate in healthier habits. By doing this and developing their workout routine, they are able to reduce some of the key health factors that cause students to leave campus and never return

Assessment Results:

Question: What evidence was present and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

Throughout the Fall and Spring semester, we had 114 students sign up for our coaching/fitness program. Out of the 114, we had 24 students that did not complete at least one four-week program. Some of the reasons for this was that they had busy schedules and could not keep up, they stopped showing up all together, or they simply did not think that working out was suited for them.

With each student, we send out a pre and post assessment survey. While we do not force the student to fill out either, we do encourage it as this helps us better understand the accommodations that students are seeking. Some of the key things we noticed in the pre-assessment results were:

- 56% of the students utilizing the coaching program only came to the SRC 0-1 days per week
- The top two reasons students were not coming to the SRC were that they could not find the motivation to go, and they did not know how to use the machines properly
- On a scale of 1-5 when asked about their self-confidence while working out at a gym, the average was a 2.3
- The top three reasons students chose to sign up for this program were:
 - Gain more confidence in themselves and going to the gym
 - Build a routine and consistency
 - To feel better about themselves

Below are the post-assessment highlights

- On a scale of 1-5, the satisfaction rate was 4.85
- The top three things students gained through their program:
 - Knowledge on how to use machines and perform proper lifts
 - Knowledge on what a consistent program looks like
 - Confidence in themselves

- When asked how the student felt after completing the program, the top three answers were:
 - I have more confidence in myself
 - I'm overall happier with myself
 - I feel less stressed throughout my week
- Lastly, 94% of the students who responded said they will be using the SRC more throughout their time at Ferris

Explore Possible Actions Based on Assessment:

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

Based on the assessment that we used, we need to do a better job reaching out to more students through our social media pages. Most of our students who participated either heard it from a friend or found the information on our website. I think we may need to make this program more accessible on our website, using fewer clicks. More students are using our website, especially those who do not follow us on social media yet.

With the success of the program, we could begin to explore more fitness opportunities for our students, such as group fitness classes, group workouts, and more on-on-one consultations with students to help them in their well-being journey.

This information is important because it reflects that students are seeking out ways to improve their wellness and lifestyle. They may not know how to do it at first, but if we can reach them and get them in the SRC, they really do enjoy it. Also, exercise and physical activity help students mentally. Our survey validates this even though the program has only been going on for three semesters.

Assessment Area (2 of 2): You@Ferris:

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

University Recreation continues to assess the You@Ferris well-being platform. This was our second year utilizing this well-being resource for our students. We wanted to assess how many students were registering an account and using the resource. We also wanted to see if students were taking the three self-assessments available to them. Through the platform, we wanted to see what resources were being researched the most, where our students were struggling at, and what areas our on-campus students were doing well.

The You@Ferris platform has an assessment tool built into the program. It collects data from a qualitative standpoint. However, it is 100% confidential; no student names, IDs, or email address are collected. There is some demographic data collected, but that depends on how much information students are willing to give.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Student success
- Student well-being

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Student Success
 - Key target areas of increasing the overall first-year retention rate to 75 percent and improve the overall six-year graduation rate for full-time FTIAC bachelor's degree-seeking students to 65 percent. We can use this assessment for You@Ferris to help us understand what our students are struggling with and help them find resources on campus, or on the platform itself, to help reduce or eliminate those struggles

Assessment Results:

Question: What evidence was present and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

The number of students utilizing the platform has decreased from the previous year. We had 724 students sign up during the 2022-2023 academic year. That is a decrease of approximately 500 students from the previous year. However, we had 342 self-checks completed by students this year which is up from the previous year.

The most frequented resources on the platform were:

- Working on Campus
- Clubs & Organizations
- School Stressing You Out?
- Need Help Now?
- Need a Doctor?

The areas in which our students were struggling the most at were:

- Leadership and Professional Development
- Internships & Career Path
- Stress & Anxiety
- Physical Health
- Sleep

Some other key take-aways are:

- 68% of students agreed that You@Ferris increased their awareness of campus resources
- 79% of students who learned more about campus resources took action with them
- 74% of students learned a helpful tip or skill by using You@Ferris

Explore Possible Actions Based on Assessment:

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

Based on the assessment information provided by the platform, we need to improve on communicating to our students about the benefits and resources that this platform has to offer. The year prior, we were able to attend many FSUS classes to present this resource. This year, we did not attend as many classes, which may be the reason our participation decreased. We need to advertise across campus in more locations as opposed to only the Student Recreation Center and the David L. Eisler Center.

This coming year, we plan to work with the newly appointed Director of the Personal Counseling Center to help us share this resource to more students. The PCC will refer this resource to their students when appropriate. We are also going to collaborate with the Academic Deans, asking for help in getting this resource out to faculty in hopes they can help spread the information to their students.

Part III: Next Year (2023-2024)

What continuing or new assessment activities are you targeting next year (2023-2024)?

Next year, University Recreation will focus on three new areas to assess. First, we have purchased a new recreation management software to help manage our programming and facility. Because of this, we have revised our membership structure to monthly, reoccurring memberships. We would like to assess this new structure and see if it brings in more membership sales as opposed to when we offered semester or yearly memberships.

Second, we are going to work with NIRSA and our own research team here at Ferris to look at the retention rates, graduations rates, and GPAs of the students who either utilize our facility and/or participate in our programs. NIRSA has done research on this in the past, but I would like to see if their findings correlate with the patterns of our students.

Lastly, we have been running a wellness program, ElevateU, for two years now. I would like to do some assessment on this program to see if our students are aware of the program and its offerings, as well as to see how our students feel about wellness and the resources available to them on campus.

Veteran Services

Part I: Last Year (2021-2022)

What changes did you make as a result of last year's assessment (2021-2022)?

This is our first year completing an assessment.

Part II: Current Year (2022-2023)

What are your Assessment Highlights for the current year (2022-2023)?

Assessment Area (1 of 1): Veterans Affairs (VA) Education Benefits:

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

We are adjusting the process of certifying Veterans Affairs (VA) Education Benefits. In the past, we received a Veterans Class Registration Form from the student, entered information in Banner, then certified their benefits in a system called VA Once, or the new system, Enrollment Manager. By VA regulation, we are not able to enter the certification until we are within 30 days of the semester's start date. This causes many billing issues, specifically because it can place students on the drop list.

Our new process involves entering the student's information in Banner upon receipt of the Registration Form, in some cases up to four months before the semester starts. This allows our campus partners to also see that the VA will be paying tuition, fees, etc. Every semester, beginning five weeks before the semester starts, a report will be created that shows all of the students who need to be certified. This really streamlines the certification process. We can simply review the report and certify each student, rather than reviewing their entire Registration Form. The report includes every piece of information that we need in order to certify the student.

Eventually, we want to eliminate paper copies of the Registration Form and make the entire process digital.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Service/Satisfaction

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Institutional Effectiveness

Assessment Results:

Question: What evidence was present and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

The upcoming Fall semester will be the true test of our new process.

Explore Possible Actions Based on Assessment:

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

This new process adds some complexity, but also improves the workflow by making everything easier during the busier times of the semester. Personnel in Admissions will be entering the information into Banner, rather than the Certifying Official completing everything alone, allowing more time to meet with or follow-up with students.

Part III: Next Year (2023-2024)

What continuing or new assessment activities are you targeting next year (2023-2024)?

We would like to continue assessing and improving this new process during the 2023-2024 Academic Year.