

# Criterion Two: Preparing for the Future

## Steering Committee Presentation

February 11, 2009

Rankin Center 252 / 3:30 – 6:00

**Core Component 2C Statement:** *The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.*

### List of Key Constellations:

1. Facilities Management Program
2. Information Literacy Program
3. Career Preparation Process (Career Services)
4. Academic Program Review Process
5. Corporate and Professional Development Process

### Critical Questions:

1. What are the key components that are critical to the success of the process or program?
2. What are the stated expectations of effectiveness for your area?
3. What systems are in place for collecting, analyzing and using organizational data?
4. What appropriate data and feedback loops are used in the organization for continuous improvement?
5. What periodic reviews of subunits are in place?
6. Explain how your organization provides adequate support for the evaluation and assessment processes?

### Process/Program: *Facilities Management Program*

#### Key Components:

- Effective Academic Action Plan to prioritize construction or maintenance.
- Periodic updates and reviews of the entire plan every 2 to 3 years.
- Commitment and guidance from the Strategic Planning and Resource Commitment (SPARC) group.
- Open community forums
- Reliable architectural and construction consultants such as Neuman and Smith.
- Effective measurement tools such as Building Evaluation Survey and Building Condition Survey.

#### Expectations of Effectiveness:

- Meet the initiatives set by SPARC in relation to construction and maintenance.
- Ensure flexibility of the Master Plan to meet the needs of our stakeholders if they change.
- Ensure flexibility of the Master Plan to capitalize on emerging funding opportunities.
- Develop a plan that meets the needs and voice of the community.
- Positive feedback from surveys.
- Increased use of facilities.

### Effective Data Systems:

- Facilities condition assessment (once facility is past 30% - 40% of its useful value, consideration to rebuild takes place).
- Utilities assessment (assesses useful life of wiring, plumbing, HVAC, ect)
- Feasibility Study (is it worth fixing or just rebuilding)
- Energy Assessment (tells how much it cost to heat or cool each square foot of a building)
- CMMS (Computerized Maintenance Management System) automated inventory system, will help develop KPIs.

### Data & Feedback Loops for Continuous Improvement:

- Campus Forums
- Board of Trustees
- Student Government
- Student/Teacher Forums

### Subunit Reviews:

- Professional Consultant evaluations of assessment plans every 3-5 years.
- Assessment testing to ensure reliability of data
- Building Portfolio Review Process

### Organizational Support of Assessment Processes:

- Subject Matter Experts in the forms of consultants are hired to review processes.
- Teams are designed to oversee various processes and evaluate data.
- Moved to more of a collaborative model than a top down model.
- Increased data collection tools to ensure feedback.

### Strengths:

- Flexibility in the Master Plan.
- Networks and Open Communications at the State Level

### Areas of Improvement:

- Improve abilities to capitalize on political opportunities
- Identify project funding in a poor economy
- Improve awareness of facility management aspects.

### **Process/Program: Information Literacy Program**

#### Key Components:

- Effective pre & post tests
- Faculty Partnership
- LOEX – Library Orientation Exchange (information network for literacy skills)

- Reliable Information Technology Resources
- Effective Electronic Access Database
- Continuing Education Initiative – Association of College & Research Libraries, American Libraries Association, Regional, State and Local Continuing Ed Programs.
- Effective and Reliable Curriculum
- Extensive Administrative Support
- Distance Education Program
- Information Literacy Competency Standards for Higher Education

*Expectations of Effectiveness:*

- Low levels of plagiarism
- Faculty approval of literacy initiatives
- Highly knowledgeable faculty regarding information resources
- High aptitude levels of students entering into research based courses
- High levels of faculty involvement
- Expectation of literacy effectiveness results in students ability to:
  - Differentiate between primary and secondary sources
  - Learn the significant features of different kinds of documents (articles, journals, monographs, ect.)
  - Differentiate between reviews of literacy works and literacy criticism.
  - Understand the concept and significance of peer-review sources of information.
  - Effectively use library catalogs to identify relevant holdings at local institutions and print and online catalogs and bibliographic tools to identify holdings at other libraries
  - Identify, locate, evaluate, and use reference sources and other appropriate information sources about authors, critics, and theorists
  - Understand the range of physical and virtual locations and repositories and how to navigate them successfully
  - Identify the best indexes and databases
  - Identify broader, narrower, and related terms or concepts when initial searches retrieve few or no results
  - Use digital resource service centers to read and create literary and critical documents in a variety of digital forms
  - Use interlibrary loan and document delivery to acquire materials not available at one's own library
  - Know about Internet resources (e.g., electronic discussion lists, Web sites) and how to evaluate them for relevancy and credibility
  - Develop and use appropriate criteria for evaluating print resources
  - Employ the MLA or other appropriate documentation style
  - Understand the relationship between received knowledge and the production of new knowledge in the discipline of literary studies
  - Analyze and ethically incorporate the work of others to create new knowledge
  - Access information about graduate programs and specialized programs in film study, creative writing, and other related fields, and about workshops and summer study opportunities
  - Access information on careers in literary studies and use of these skills in other professions

<http://www.ala.org/ala/mgrps/divs/acrl/standards/researchcompetenciesles.cfm>

### Effective Data Systems:

- LibQual (National Library Survey of Students and Faculty)
- Pre & Post Tests for undergraduates related to the written and online initiatives
- Facility Assessments (how often and how long keys are checked out for study rooms).
- Instructional Facility Assessment (frequency of room usage by faculty)
- Suggestion Boxes (evaluation of printing needs, policy evaluations, resource availability needs)
- Focus Group Discussions
- Website Survey Instruments
- Library Assessment Work Report
- Annual Reports

### Data & Feedback Loops for Continuous Improvement:

- Marketing Committees
- Assessment Committees
- Library Liaisons for all academic programs
- Distance Education (online chat service)
- Diversity Committee
- Technical Surveys
- Faculty Forums
- Academic Senate
- Live Chats
- Information Desks
- Departmental Staff Committees
- Information Technology Committee
- FLAC (Flite Administrative Council)

### Subunit Reviews:

- Automation librarian and Assessment Committee evaluate software and make decisions
- Millennium System Committee provide constant analysis of software systems
- IT committee reviews distance education media, software and equipment
- Adhoc Committees review and assess arising issues
- Benchmarking and Targeting Committees to assess other University processes and activities.
- Implementation of usage data systems to report measures of programs and online resources.

### Organizational Support of Assessment Processes:

- Designating financial resources for the LibQual survey.
- Assigning staff (liaisons) to all academic programs.
- Designating staff members to thesis committees for academic departments.
- Designate financial resources to encourage student participation in data collection activities.
- Maintain a professional development plan for all staff members.
- Designate financial resources for professional development.
- Allocating time, financial resources and human resources for institutional testing and research.
- Provide an Assessment Mentor to faculty/staff.
- Developing a permanent Assessment Committee.

Strengths:

- Strong Academic support/ties.
- Quality informational feedback processes from faculty and students.
- Flexibility
- Efficient use of statistical information
- Assessments are mission driven and effective use of assessment data.
- Extremely high levels of customer driven practices and activities.
- Allocating human resources to community initiatives and University initiatives (Academic Senate)
- Wi-Fi implementation of offsite connections
- Implementation of Pandemic Plan – safety plans and processes

Areas of Improvement:

- Broaden Information Literacy
- Improves Distant Learning Assessments
- Improve continuity in upper level management positions
- Improve competitive strategies with other University Literacy programs
- Improve follow through processes
- Develop a skill set assessment plan for clerical staff
- Reduce levels of turnover among staff
- Continuous improvement of LibQual database.

**Process/Program: Career Preparation Process (Career Services)**

Key Components:

- Successful Job Fairs
- Effective job search techniques
- Successful Network receptions
- MI Works Partner ship
- Successful Mock Interview Process
- Employers Info Sessions
- MORA (Human Resource Association)
- CTPS (Career Professional Technical Services)
- Education and Career Counseling
- Alumni Relations
- Effective Communication with Academic Departments
- RSO's
- Residential Life Support
- Effective Student Leadership Program
- Quality Volunteer Center
- Dining Services
- Physical Plant Assistance

Expectations of Effectiveness:

- Strong assessment tools that provide reliable data
- Students who possess proven marketability skills (interviewing, resume writing skills)

- High levels of usage regarding Career Services resources
- Employer anticipation of potential successful employees from FSU student body.
- Levels of student participation at job fairs.
- High levels of career website traffic.
- High level of demand from faculty for career presentations in the classrooms
- High levels of software utilizations

Effective Data Systems:

- Job Fair Surveys
- Faculty and Student Surveys
- Annual Career Services General Survey
- Volunteer Experience Assessment Plan
- Student Employee Assessment Plan
- Customer Focus Survey
- Advisory Board for campus recruiting
- Career Tactics Conference – overall assessment of all objects related to career services
- NACE (National Association for Colleges and Employers)
- MIACE (Michigan Association for Colleges and Employers)
- Midwest ACE (Midwest Association for Colleges and Employers)
- E-Recruiting – assesses the number of employers visiting campus, level of student participation, ect.)

Data & Feedback Loops for Continuous Improvement:

- Face Book for Career Services
- Linked In – Professional Employer/Employee Network
- My FSU – Career Services Channel
- Focus Groups
- Future use of Ferris Connect Chat Rooms

Subunit Reviews:

- End of semester reviews of careers services processes and resources
- Annual Reviews
- Unit Strategic Planning Initiative
- NACE – National guide for colleges and employers, also provide the newest technology to assess subunits and systems.
- MIACE – Michigan based guide for colleges and employers
- Midwest ACE – Regional guide for colleges and employers
- Advisory Boards – review volunteer committees, faculty committees, ect.

Organizational Support of Assessment Processes:

- Utilization of Faculty Volunteers
- Advisory Board
- Utilization of specialized student workers specifically in IT, Graphic Design, Advertising, and Public Relations.
- Human resources support from Student Affairs.
- Financial contributions and career volunteers from Alumni and Alumni Groups

- Financial support of E-Recruiting from CPTS
- Employer Partnerships for Effective Recruitment Programs
- Financial Support of on campus job fairs.

Strengths:

- Resourcefulness through the utilizations of other departments and groups.
- Technological awareness to be competitive with other Higher Ed Institutions
- Adaptability to extremely high levels of change related to National, State and Local economic environments.
- High levels of innovation for processes
- Strong collaboration processes and programs with faculty/staff.

Areas of Improvement:

- Improving formal assessment processes
- Improving database to track multiple measures from one location
- Formalization of data gathering system
- Increase collaboration with community, employers, campus departments and student body.
- Improve the web site to be more user friendly
- Creating a more diverse employer base.
- Collaborating with other colleges and universities to increase networking.

Key Components: Process/Program: Academic Program Review Process

- Assist programs in identification, evaluation and assessment of their mission and goals.
- Assist programs in determination of their relationship to the mission of Ferris State University.
- Assist programs in evaluation of their effectiveness in preparing students for a career or further education.
- Assist programs in assessing the quality of instruction, evaluation of instructional methodology and indentifying strengths and weaknesses in their curriculum.
- Assist programs in identification of existing resources and determination of the resources needed to carry out their mission
- Assist the University in evaluation of the viability, value, quality effectiveness and efficient use of resources for the academic programs.
- Provide direction and priorities for the University that can be used for needs assessment, resources allocation and planning.
- Provide structure, a plan of action and information for continuous program improvement.

Expectations of Effectiveness:

- Multi-sectioned courses have common outcomes
- Discrepancies are identified and a plan is formed to address these discrepancies
- Individual course outcomes meet programmatic goals.
- Assessment measures are used both directly and indirectly
- There is an acceptable assessment cycle for each program
- Assessment data is collected on a yearly basis
- Proven evidence that assessment data is used for programmatic and curricular changes.

Effective Data Systems:

- Graduate Follow-Up Survey
- Employer Follow-Up Survey
- Graduate Student Exit Survey
- Faculty Perceptions Survey
- Advisory Perceptions Survey

Data & Feedback Loops for Continuous Improvement:

- Faculty Advisory Committees
- Academic Program Review Council
- Program Review Panel
- Focus Groups made up of Department Heads/Chairs

Subunit Reviews:

- Yearly Administrative Review
- Program Review Panel Reports
- Program Review Ratings
- Academic Senate Reviews
- VPAA (Vice President of Academic Affairs) Review

Organizational Support of Assessment Processes:

- Provide Time Allotments for Committee Reviews
- Establish formal feedback loops to ensure collaboration
- Provide volunteerism to enhance student engagement
- Provide financial support for student wages, Advisory Board Surveys, Student Surveys, printing, office supplies, and telecommunication costs

Strengths:

Collecting Data

Areas of Improvement:

Collecting Data

## **Process/Program: Corporate and Professional Development Process**

### Key Components:

- Committed to innovation and creativity, Ferris strives to produce the highest quality outcomes in all its endeavors.
- Ferris recognizes the inherent dignity of each member of the University community and treats everyone with respect. Our actions are guided by fairness, honesty, and integrity.
- By providing a campus which is supportive, safe, and welcoming, Ferris embraces a diversity of ideas, beliefs, and cultures.
- Ferris contributes to the advancement of society by building partnerships with students, alumni, business and industry, government bodies, accrediting agencies, and the communities the University serves.
- Ferris State University values education that is career-oriented, balances theory and practice, develops critical thinking, emphasizes active learning, and fosters responsibility and the desire for the lifelong pursuit of knowledge.
- Ferris, with a focus on developing career skills and knowledge, provides opportunities for civic engagement, leadership development, advancement, and success.

### Expectations of Effectiveness:

- Real world learning in state-of-the-art labs
- Student participation in national competitions like the Rube Goldberg (2007 National Champions), the Society of Automotive Engineers Formula and BAJA Car, and the American Society of Mechanical Engineers Human Powered Vehicle competition
- Specialized engineering technology programs unique to Ferris
- Faculty with extensive academic and industry experience
- Number of women graduates in engineering technology
- Lead the Nation in the most engineering technology degrees
- 100% placement for most programs

### Effective Data Systems:

- In many training programs participant knowledge gains are measured through pre and post testing on the topics covered.
- The course instruction can also be evaluated through a participant evaluation form.
- Detailed task analysis with task weighting.
- Assessment item creation to weighted tasks.
- Pilot testing with control group.
- Distracter analysis of assessment items.
- Cut score workshop with expert panel.
- Reporting of assessment scores by individual, by assessment content areas as well as overall performance.
- Development of training to needs indicated from assessment data
- Participants will receive a Corporate or Industry Certification of knowledge and their level of achievement will be maintained in a formal Corporate or National database.

### Data & Feedback Loops for Continuous Improvement:

- Maintaining relationships and communications with all Michigan Community Colleges through the Michigan Community College Association meetings in Lansing.
- Maintain relationships and communications with Michigan M-Tec Centers.
- Setting on the Mecosta County Economic Development Board.
- Attending appropriate Michigan Economic Development Association meetings.
- Maintaining partnership with the United Association of Plumbers and Pipefitters.
- Listening to our client base both internal and external to the University.
  - Provider base.
  - Information past on form FSU program advisory committees.
  - Union partnerships.
  - Corporate client needs.
  - Training participant needs.
  - Educational partners.

Subunit Reviews:

Collecting Data

Organizational Support of Assessment Processes:

Collecting Data

Strengths:

Collecting Data

Areas of Improvement:

Collecting Data