

Criterion Five: Engagement and Service

Criterion Statement: As called for by its mission, the organization identifies its constituencies and services them in ways both value.

Students in Transition

Key Elements: Students, Transition

Members:

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Potential Evidence Sources and Collection Status:

- Admissions: Dawg Daysdata requested
- Admissions: New Student Receptionsdata requested
- Admissions: Student Ambassadors..... data not yet requested
- Admissions: Campus Toursdata requested
- Orientation..... data received ; executive summary may be needed
- Veterans
- Transfer Students..... TNT (Transfer-Non-Trade Fair) Evaluations
- Transfer Policies & Practicesdata requested
- 2+2 and 3+1 Agreements Community Colleges
-info (agreements) available online; executive summary may be needed
- Welcome Week Activities(Cindy Horn/ LeRoy Wright) data not requested
- FSUS Program..... data received
- CPTS (Off Campus Sites)..... some data collected, may need executive summary
- FYE / SLED (residential experiences)..... data not yet requested
- Senior Exit Interviews reports available online
- Career Services..... (Angela Roman) data not yet requested
- Alumni Office (Jeremy Mishler) data not requested

1. **Core Component A:** The organization learns from the constituents it serves and analyzes its capacity to serve their needs and expectations.

- a. Dawg Days
- b. Hometown Recruiters
- c. New Student Receptions
- d. Student Ambassadors / Campus Tours

2. **Core Component B:** The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- a. First Year Experience (FYE) - www.ferris.edu/htmls/studentlife/reslife/clark/homepage.htm
- b. Sophomore Leadership Experience and Development (SLED)

www.ferris.edu/htmls/studentlife/reslife/clark/SLED.htm

- c. FSUS Program – www.ferris.edu/fsus
 - d. Alumni Organization –
working with current students (example – UC students are paired w/ alumnus for interview in their field)
3. **Core Component C:** The organization demonstrates its responsiveness to those constituencies that depend on it for service. **(NOTE: this info is the same as another subcommittee)**
- a. Transfer policies for non-trad students www.ferris.edu/htmls/studentlife/activity/nontraditional/index.htm
 - b. Veterans www.ferris.edu/admissions/Transfer/WebPages/military.htm
 - c. Tech Prep partnership (2+2 agreements)
www.ferris.edu/admissions/articulation/agreements/CTC/program.cfm?CTC=William%20D.%20Ford%20Career%20Technical%20Center
 - d. Articulation Office <http://www.ferris.edu/admissions/articulation/>
4. **Core Component D:** Internal and external constituencies value the services the organization provides.
- a. Ferris’ **evaluation of services involves the constituencies served.**
 - i. Dawg Days & Orientation – students *and* parents respond
 - ii. FSUS course evaluations

Prospective Featured Items:

- Campus recruiting efforts (Dawg Days, Hometown Heros, New Student Receptions)
- First-Year Seminar program
- Residential Experiences such as First-Year Experience (FYE) and Sophomore Leadership Experience and Development
- Alumni connected with first-year students for interviews

Strength Areas :

- Student Support Services – supporting students’ desire to get a higher education degree – especially undecided and underprepared students
- Students are often required to engage in community service opportunities outside the classroom in both the academic and residential experiences
- Recruitment activities for new students

Improvement Areas:

- Adult education; making Ferris more “user friendly” by offering evening and/or weekend classes (from World Café event)
- Enhance faculty, staff and student awareness of outreach and engagement opportunities.
- Improve parking!
- Document the impact of outreach and engagement activities (The University lacks a central clearinghouse for the coordination of service learning and engagement. (see MSU, <http://www.servicelearning.msu.edu> ; UM, <http://www.bec.umich.edu/index/> ; EMU, <http://www.iscfc.emich.edu/ccbce/>))