



DIVISION OF STUDENT AFFAIRS

2017-2018 Assessment Highlights

August 1, 2018

TABLE OF CONTENTS

INTRODUCTION	3
Admissions (Orientation)	4
Assessment Area (1 of 3): Admitted Student Open House & Dawg Days:	4
Assessment Area (2 of 3): Orientation:.....	6
Assessment Area (3 of 3): Subscription Box Mailing Service:	8
Admissions (Process)	11
Assessment Area (1 of 1): Communication of General Studies Program:	11
Admissions (Recruitment).....	14
Assessment Area (1 of 1): Crimson and Gold:.....	14
Birkam Health Center (BHC) & Personal Counseling Center (PCC).....	18
Assessment Area (1 of 2): Patient Satisfaction Survey:.....	18
Assessment Area (2 of 2): Online Scheduling:.....	20
Assessment Area (1 of 2): Client Retention:.....	20
Assessment Area (2 of 2): Overall Client Utilization:	21
Center for Leadership, Activities and Career Services (CLACS)	24
Assessment Area (1 of 3): Handshake:.....	24
Assessment Area (2 of 3): Bulldog Beginnings:	27
Assessment Area (3 of 3): Community Service Opportunities:	31
Commencement.....	35
Assessment Area (1 of 1): Commencement:	35
Financial Aid.....	38
Assessment Area (1 of 1): FSU Federal Loan Defaulters:.....	38
Greek Life	41
Assessment Area (1 of 1): Fraternity/Sorority Participation:	41
Institutional Research & Testing (IR&T).....	48
Assessment Area (1 of 2): <i>Scantron</i> ® Scanner Usages:	48
Assessment Area (2 of 2): CLEP Test Survey:.....	50
Office of Multicultural Student Services (OMSS).....	54
Assessment Area (1 of 1): Student Participation, Satisfaction, & Student Learning:	54
Office of Student Conduct (OSC).....	57

Assessment Area (1 of 4): Registration Holds:.....	57
Assessment Area (2 of 4): Health and Safety Compliance:.....	58
Assessment Area (3 of 4): Student Development Following Conduct Conference:	59
Assessment Area (4 of 4): Conduct Conference Attendance and Letter Retrieval Rates:	60
Registrar’s Office.....	62
Assessment Area (1 of 1): Preferred First Name:.....	62
Title IX.....	65
Assessment Area (1 of 1): Campus Climate Survey Response:	65
University Center.....	70
Assessment Area (1 of 1): Conference Room Reservation Process:.....	70
University Recreation	72
Assessment Area (1 of 1): Outdoor Nation (ON):.....	72

INTRODUCTION

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

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

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

Student Affairs Assessment Goals:

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

Ferris State University will host its next reaffirmation of accreditation visit from the Higher Learning Commission (HLC) during the 2020-2021 academic year. The formal recognition of the quality of an educational institution is important to Ferris and to the Student Affairs Division. Dr. Jeanine Ward-Roof, Vice President of Student Affairs, has empowered and challenged the Division to connect our assessment initiatives to one of the five criteria for accreditation. The HLC Criterion and core components are as follows:

- **Criterion 1. Mission:** The institution's mission is clear and articulated publicly; it guides the institution's operations.
- **Criterion 2. Integrity: Ethical and Responsible Conduct:** The institution acts with integrity; its conduct is ethical and responsible.
- **Criterion 3. Teaching and Learning: Quality, Resources, and Support:** The institution provides high quality education, wherever and however its offerings are delivered.
- **Criterion 4. Teaching and Learning: Evaluation and Improvement:** The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.
- **Criterion 5. Resources, Planning, and Institutional Effectiveness:** The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

The following are highlights of the assessment initiatives from the Division of Student Affairs for the 2017-2018 academic year:

Admissions (Orientation)

Submitted by: Eric Simone

Part I: Last Year (2016-2017)

What changes did you make as a result of last year's assessment (2016-2017)?

Because of last year's assessment, Dawg Days remained similar in format to years prior. The Admitted Student Open House (ASOH); however, further collaborated with academics to drastically shift the event schedule. The ASOH expanded from 12:00-2:30pm to 10:00am-2:30pm. This allowed time for colleges to provide tours of academic facilities and maintain opportunities for guests to learn about nonacademic departments.

The orientation schedule was mildly changed to allow more time for check-in, while shortening the welcome presentation, reducing delay times, and having the event conclude 15 minutes earlier on average. We were able to recruit equally energetic new orientation leaders and modify our training schedule based on the high number of returning staff. We are also now implementing an advantage design group (ADG) online orientation system across campus, which will assist in onboarding incoming students, and relay information beyond what a day on campus is capable of conveying.

In regards to the subscription service, we expanded the service time from 3 months to 4 months, and increased the number of participants to whom it was available. The service included apparel items such as branded socks and hats, and removed the graduation topper item, which many students were not able to wear in their high school.

Part II: Current Year (2017-2018)

What are your Assessment Highlights for the current year (2017-2018)?

Assessment Area (1 of 3): Admitted Student Open House & Dawg Days:

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

This assessment area is on the Admitted Student Open House and Dawg Days visitation programs held on campus. This assessment data is collected via emailed surveys that are sent to the students who attended the event. The survey asks for students' feedback regarding their event experience. The average completed survey response rate was 29.63% of attendees- we received 253 completed surveys of the 854 emailed (an 8.73% decrease in response rate from last year). This decrease can be contributed partially to problems in getting surveys through the Ferris IT firewall, which has since been resolved.

Assessment Category:

Question: *What category does your assessment initiative fall under?*

- Participation
- Customer Satisfaction

HLC Criterion:

Question: *What HLC criterion and core component does your assessment initiative fall under?*

- Mission
- Resources, Planning, and Institutional Effectiveness

Assessment Results:

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

1) Participation-

Admitted Student Open House- The two Admitted Student Open House events were hosted on the main campus in the University Center. In 2018, this on-campus hosted event series had 261 students and 205 total attendees with guests. This is 83 students (24.13%) and 205 total attendees (23.19 %) less than we had during the 2017 event series. While it is too early to know the percentage of students yielded from attending the event to enrolling at the university, indicators are as follows. Of the 261 students that attended the event, 198 students (75.86%) attended orientation this summer, which is an 8.15% decrease from the same metric last year, but in line with 2016.

Dawg Days- Dawg Days is a series of five events hosted on the main campus in the University Center. For 2017-2018, this event series had 593 students and 1332 total attendees with guests. This is an increase of 41 students (7.04%) and a decrease of 25 total attendees (1.84 %) compared to the 2016-17 event series.

2) Customer Satisfaction-

Admitted Student Open House- The on-campus event had an overall satisfaction rating of 4.46, using a scale of 1 (poor) to 5 (outstanding). This is comparable to the 4.28 rating in 2017.

Students rated their likelihood to attend Ferris on a scale from 1 (unlikely) to 5 (I'm a Bulldog!) at 4.77, which is slightly less than last year's rating of 4.88. Another metric we use for customer satisfaction is the Net Promoter score. This uses a scale of 0 to 100 to indicate how likely guests are to speak positively about their experience and recommend Ferris. This season, the Admitted Student Open House scored a 58. Last year's score of 60 remains comparable.

Dawg Days- These events for fall 2017 and spring 2018 semesters have maintained above quality satisfaction ratings for each element. On a scale of 1 (disagree) to 5 (agree) when asked about each facet of the visit including check-in, speaking with departments, presentations, lunch, and tours, the event ranges from 4.12 to 4.85. This is comparable to last season. When the guests who had not applied already were asked how likely they are to apply after the event, the average scale was 4.50, which is .35 higher than last season. The average score for how likely they are to attend is 4.22, a .14 increase. Using the Net Promoter scoring metric, this season Dawg Days scored a 50 (up 10) for fall and 39 (down 21) for spring. The season prior as a whole had a score of 53. Both events had many ratings in the neutral '8' score versus a promoter of '9' or '10.'

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?

At this point in time, based on this assessment, we will continue with similar formats. There is room for improvement; hence, we will focus on assessing the neutral scores, and decipher how we could get them into promoter ranges. This will be especially important for spring dawg days.

Assessment Area (2 of 3): Orientation:

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

This year, we continued to enhance student icebreaker activities, allowing students to meet other incoming students within their college; modified the orientation schedule and welcome presentation; and significantly changed the orientation leader training process based on a 40% return rate. Satisfaction data for this comes from an online post-attendance survey emailed to the student. This year, of the 1998 who attended orientation, 510 students completed the survey (25.52%), a 9.1% increase in response over last year.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Customer Satisfaction
- Student Learning Outcomes

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Mission
- Teaching & Learning – Quality, Resources, and Support
- Teaching & Learning – Evaluation and Improvement

- Resources, Planning, and Institutional Effectiveness

Assessment Results:

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

- 1) **Participation-** This summer, we had 1998 students attend an on-campus orientation session, which is 13 students more than the 1985 attended in 2017. Currently, our overall online orientation numbers are up from last year as well. Once fourth day count occurs, we will know the impact of our total online orientation and late orientation participation numbers. Online is only available for transfer students with more than 20 transferrable credits and two semesters at another institution post high school. Additionally, late orientation is currently in progress for registration.
- 2) **Customer Satisfaction-** Overall, 2018 orientation saw consistent feedback regarding the welcome presentation, lunch, and college meetings compared to 2017. Areas of slight improvement include improved scores in the check-in process, the welcome presentation, and how likely students are to attend Ferris. It is anticipated many of this year's improvements resulted in revisions from each areas, as well as updating and shortening the presentation. We offered more variety in the student activities and had a check-in process with very few bottlenecks. This year, orientation scored a 66 on the Net Promoter scale, which is a slight increase from last year's 65.

One qualitative piece worth mentioning is that this year our orientation leaders were mentioned in many posts for having done an exceptional job with guests. Our students detailed stories about their experiences with them, knew them by name, and emphasized that they made the day less stressful. We also had a number of responses indicating that our orientation leaders helped them understand the meaning of Retention & Student Success (RSS), and with diminishing any stigma attached to being in a program with a "College Of" in the name. Relatively, RSS receives the highest ratings of any college for class registration based on their one-on-one advising techniques.

- 3) **Student Learning Outcomes-** One area that I would like to focus assessment on this year is from our orientation leader feedback survey. At the end of each season, I like to interview orientation leaders to get an idea of how their skills have grown from the start of the orientation season, as well as their feedback as a whole. We had 29 of our 30 orientation leaders complete the survey and report having gained or improved upon skills from this experience that will be applicable to future careers.

This season, 97% were somewhat or very satisfied with the work atmosphere, with one student listing otherwise based on a personal dispute with another coworker. For the effectiveness of orientation leader training, 93% indicated very effective, 7% somewhat effective, and 3% neutral. This is a 13% increase from last year's very effective rating. The increase results from a redesigned format, which is more engaging, limiting the 'listening

time' from presenters, and allowing students to be more engaged with each other, the process of orientation, and the campus.

Orientation leaders responded to an open ended qualitative question regarding skills gained relevant to their future career, and their answers reflect the following: improvements in communication (22), social skills (9), leadership (6), problem solving (5), confidence (5) patience (4), customer service (4), teamwork (4), empathy (3), being open-minded (3), professionalism (2), and organizational skills (1).

Based on the feedback received, 48% will be returning to be an orientation leader next year, with 52% either graduating or participating in an internship for their program. All but one student indicated they would return if graduation/internship opportunities were not a factor.

Finally, the orientation leader program received a net promoter score of 83 for how likely they are to recommend the orientation leader program to a friend or fellow student. This included 86% being promoters (9 or 10 out of 10), 11% neutral (8 out of 10) and 3% (one person) as a detractor (in this case, a 3 out of 10).

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?

Next year we will implement an advantage design group (ADG) online orientation module to help onboard students. This is anticipated to help increase engagement and knowledge with the University prior to orientation.

Retention & Student Success nametags will be changed to "General Studies" now that all of their programs have that name, which should help minimize complaints during the day.

Orientation leader training will continue to modify itself to be more interactive as it has proven to be successful. It has had high satisfaction rates for employees, helped promote positive energy, and contributes to a high percentage of returning orientation leaders.

Assessment Area (3 of 3): Subscription Box Mailing Service:

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

This year, we renewed an initiative to engage students after acceptance and prior to attending orientation. In mid-January, we sent an email to our accepted students inviting them to participate in our new Subscription Box mailing service. This service was free of charge to the student, and they received one free gift each month. The gifts were outlined as seen below:

- March- Bulldog rally towel, rally beads, postcard from Jeremy Mishler (sponsored by UA&M)
- April- Bulldog socks, UREC sticker, and postcard from Cindy Horn (sponsored by UREC)

- May- Large polyester bulldog laundry bag with nylon strap, postcard from VP Ward-Roof (sponsored by Enrollment Services)
- June- Ferris knit hat with postcard from Kristen Salomonson (sponsored by Enrollment Services)

After students received all four gifts, we sent an email survey to the students to get their feedback on the program. This also gave us further metrics to use to get students signed up for orientation if they had not already done so.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Customer Satisfaction

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Mission
- Resources, Planning, and Institutional Effectiveness

Assessment Results:

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

- 1) **Participation-** At the beginning of our subscription service, we had 692 students opt in to receive their free monthly surprise gifts. Of these students, we were able to get 435 (62.86%) to take the next step by signing up for orientation, a 4.81% decrease from last year. Looking one-step closer, 376 (54.33%) students in this pool attended orientation, a 4.35% decrease from last year. Interestingly, out of the 376 people that attended an orientation session, 244 (64.89%) also attended a campus visit at one point in time, a 3.93% decrease from last year.
- 2) **Customer Satisfaction-** After the subscription service ended, we still had 636 of the students admitted to the university, losing 56 to student cancellations. Of these, 150 (23.58%) students completed a survey emailed to them regarding their experience with the subscription service, which is within a percent of last year. These students were asked to rate on a scale of 1 (poor) to 5 (outstanding) on the gift they received each month. The ratings are as follows:
 - March- Rally towel- 3.53 out of 5
 - April- Socks- 4.29 out of 5
 - May- Laundry Bag- 3.86 out of 5
 - June- Knit Hat- 4.77 out of 5
 - Overall, how much did you enjoy the subscription service- 4.61 out of 5

- How likely are you to attend Ferris- 4.5 out of 5

When reviewing the qualitative feedback, one question asked if they would like to see anything different in the subscription service. Although most indicated enjoying the gifts, suggestions of more apparel, such as shirts, seemed to be a reoccurring theme. In regards to other feedback submitted, most comments were about students loving the gifts.

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?

If this initiative continues, I would recommend reducing the program back to 3 months to reduce the overall cost of the initiative. Despite doing more this year, we did not see an increase in effectiveness in regards to attending orientation or the likelihood to attend Ferris with only marginal increase in how enjoyable the service is. Based on previous survey results, the changes we made this year in adding the apparel (socks and knit hat) show they were the most enjoyed items. I would also recommend removing the rally towel, which is confusing to some students, and replace with another apparel type item.

Part III: Next Year (2018-2019)

What continuing or new assessment activities are you targeting next year (2018-2019)?

Moving forward, we are looking at continuing assessments for visitation programs, orientation, and potential new or expanded initiatives including the subscription service, advantage design group online orientation, or other transitional collaboration between orientation and programs, such as Bulldog Beginnings or Bulldog Family & Friends.

Admissions (Process)

Submitted by: Charlotte Tetsworth

Part I: Last Year (2016-2017)

What changes did you make as a result of last year's assessment (2016-2017)?

This year we worked more closely with the Academic Colleges on a referral process for students who were very close to meeting the academic requirements, or had large gaps between their High School GPA and recorded SAT or ACT test scores. This still required a lot of manual processing; however, we were able to offer more direct admission into the academic colleges over General Studies.

Part II: Current Year (2017-2018)

What are your Assessment Highlights for the current year (2017-2018)?

Assessment Area (1 of 1): Communication of General Studies Program:

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

This year, we worked to improve how we communicated the admission to the General Studies program as opposed to direct admission to the student requested program. We looked at the program changes from applicant program to admitted program and then additional program changes after admission.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation/Capacity Management

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Resources, Planning, and Institutional Effectiveness

Assessment Results:

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

This year we moved to a more concise method of communication regarding admission to the general studies program. The college/program information was condensed to a paragraph as opposed to a two-page letter, which when referenced during phone conversations was not remembered. The new paragraph reads as follows:

- The University College is under the heading of Retention and Student Success. Programs such as General Studies, Career Exploration, and Directed Studies are all located within this college. Many students begin their college path in one of these programs, which are meant to serve as a beginning point in your college success journey. Students will find themselves in these programs if they are unsure of their path or they have not yet met the minimum admission requirements for their program of choice.

We encourage you to contact the Office of Admissions (admissions@ferris.edu) to discuss any questions you may have regarding these programs.

The idea behind the assessment this year was to prepare students for a calling campaign that did not come to fruition due to decrease in staff, time, and resources. The paragraph was created to help address understanding and encourage students to ask questions regarding their program.

It will be difficult to ascertain the success of the change in communication at this time due to the number of program changes put through by the Retention Student Success (RSS) department. The Career Exploration (CARE), Directed Studies (DIST), and General Studies (GNST) programs were all recently moved within the General Studies program. With this change, this year's GNST admits total 2198, which is an increase from last year's admits, which totaled 1362. Further evaluation of the attached concentrations will help us understand which program area the 2198 admits are assigned. These changes occurred during orientation, where the programs were addressed with the students during the orientation session.

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 receipt of 7th semester grades and prior to the program changes implemented as a result of the program proposal, we reviewed the GNST admits. College of Arts and Science applicants were reevaluated as well as College of Business. We moved a small number of students to their requested programs through academic referrals, and contacted the students to inform them of the change. These changes have helped College of Arts and Sciences reevaluate the admissions criteria for the less difficult science programs, which are expected to result in modified admissions criteria for the 2018/2019 academic year.

It is my hope to share this information with the other academic colleges and facilitate additional research into their own criteria for admissions.

Part III: Next Year (2018-2019)

What continuing or new assessment activities are you targeting next year (2018-2019)?

This past year, Veteran Services experienced a loss with the unexpected resignation and passing of the veteran's specialist. As a result, we have modified the specialist position and hired a new employee. I would like to assess the satisfaction of services from our students.

Admissions (Recruitment)

Submitted by: Angela Garrey

Part I: Last Year (2016-2017)

What changes did you make as a result of last year's assessment (2016-2017)?

We continued to monitor the SAT scores with the class of 2018. The impact it has had over the course of two years has been a work in progress, for not only the office of admissions, but also the academic colleges. Recently, an agreement between ACT and SAT/College Board to create a concordance table has been reached, and that table is now available for use by all secondary and higher educational partners. At this point, once the concordance tables are made available and based on the colleges who use the scores in making admission decisions, we will have to reevaluate some of our own scoring determinations for admissions. Changes to SAT requirements has definitely influenced our students across the country and internationally, and required us to review our current admission review approach. Ferris as an institution still believes every student deserves an opportunity for education. This theory allows for the possibility of not requiring a test score or using a student self-reporting model for incoming Freshman who are considered for admission.

Part II: Current Year (2017-2018)

What are your Assessment Highlights for the current year (2017-2018)?

Assessment Area (1 of 1): Crimson and Gold:

Question: What are you assessing?

Assessment was completed this year on a new visit program initiative, Crimson and Gold. Over the past five years, we have noticed a change in our visit programming requests from prospective students. There were consistently more requests for a more authentic visit to our campus. It is true that all of our current visit offerings (presently group and daily visitation programs), are a great way to display campus for a first time experience. However, students were looking for longer and more realistic experiences during their time on our campus. In researching other institutions, we found they offer a student shadow type visit, where a current student is paired with a prospective/admitted student, and attends classes with the current student. In the past, we offered something similar in the early 2000's titled, "the Student Ambassador program." This program included an overnight stay, but unfortunately did not yield great results and became cost prohibitive. The Crimson and Gold initiative combines components of the retired Student Ambassador program along with components mirroring what other institutions are doing, creating a goal to attract students to visit Ferris again, at a deeper level.

The program is targeted to admitted freshman (currently high school seniors) and transfer students who are looking to enroll in the upcoming Fall semester. Our goals with this initiative are to help build and foster a relationship between current and prospective students before they arrive on campus, and ultimately to ensure the student enrolls at Ferris in the Fall. The goal is to have this serve as a yielding visit. We want our guest to observe a day in the life of a current student, by attending class, going to lunch, taking a campus tour, and even checking out a Registered Student Organization (RSO) meeting.

This program required collaboration with much of the campus community, students, faculty and staff to ensure it was ready to start during the spring semester (January 2018). The timeline began in August 2017, with the development of the host application. Working with the CLACS office, we were able to utilize their site to advertise and to email active students on campus. With the help of the housing office, we also advertised in many of the facilities where students reside throughout campus. In addition, all of the academic colleges were notified of our new program via email, which included the link to the host application. The Dean's Office for each academic college also received a scripted email to send out to all students in their respected colleges. Once all the host applications were received, we interviewed the candidates, hired and trained them by the beginning of January 2018, and started developing a plan for scheduling.

The Target X events system was used to post all available dates for admitted students on our website. The Crimson and Gold became live for admitted students to register in November. The program started in mid-January and ended mid-April. We marketed the program to admitted students through email, text, and outbound calling campaigns. Once an admitted student attended Crimson and Gold, they received a gift and a thank you note from their host. We also reached out in the days following with a post-visit survey, in order to solicit feedback about their time on campus.

This assessment includes the number of students who participated as a host, and as an admitted student. In this assessment, the data was acquired through surveys and other sources.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Program Effectiveness
- Customer Satisfaction

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Mission
- Integrity - Ethical and Responsible Conduct
- Teaching and Learning - Quality, Resources, and Support
- Teaching and Learning - Evaluation and Improvement

- Resources, Planning, and Institutional Effectiveness

Assessment Results:

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

In January 2018, our first Crimson and Gold visit took place.

Host participation:

- 98 Hosts
- 75 Hosts Used
- 73 % of hosts would like to be invited back
- 64% found out via email about the program
- 3.84 out of 5 stars for effectiveness of training
- 32 % indicated they would volunteer vs. getting paid

Admit student participation:

- 64 % registered attended their event (172 signed up - 110 attended)
- 93 % of attendees plan on attending Ferris after visiting
- 81 % of attendees indicated they would recommend Ferris
- 4.28 out of 5 stars for students enjoying their visit to the class
- 4.69 out of 5 stars for overall enjoyment of their visit
- A significant number of students visited from Kent and Oakland counties, followed by Ottawa and Jackson counties, and from the state of Illinois.

Crimson and Gold Attendees

- "She was so open and was very knowledgeable about anything and everything on campus. I had a great experience for my Crimson and Gold Day."
- "I had an amazing day following you around. It was a lot of fun and it was like following a friend around! Thank you for answering all my questions!"
- "I look forward to attending Ferris in the fall!"

Host Comments

- "It would have been nice to be able to host multiple people since you got more comfortable after hosting one student. So maybe not hiring quite as many hosts so that they can have more students."
- "Kids should be matched up with people similar to their major. For example, one of my friends is a social work major, but the student she had was a Forensic science major."
- "I think training needs to prepare hosts for any potential questions their students might have. In addition, students who come for the program need to be informed better that they may not be put with students that are in the same major. I enjoyed the program because I felt like it was helpful and informative."

- "I thought for a first year being established it was run very smoothly. I would have liked to get more hours however. It was nice meeting new people and making sure they knew someone who would be going to school with them next year."

Colleges that had the most visitors were College of Arts & Sciences, College of Health Professions and College of Engineering Technology.

Based on the excitement from both the program hosts and our admitted student guests, we are planning to expand the program in order to give more students the opportunity to participate in this program.

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?

Changes to the program will largely include items we came across this year. Scheduling was a manual, time-consuming process. We will look to see if there is a product, or an easier way to accomplish the scheduling process with the hopes to automate it in the future. Improvement can take place in this area. Training for the hosts will be improved in order to help the host feel more comfortable and prepared when working with admitted students.

Part III: Next Year (2018-2019)

What continuing or new assessment activities are you targeting next year (2018-2019)?

This next year, we would like to assess the effectiveness of the Crimson and Gold Program, specific to our student host training and the quality of the program post expansion.

We would like to assess the new test optional admissions option for students. Assessment for the next year would include the roll out and implementation of the Ferris Option program.

Finally, we would like to assess of the T2C program, which is established in Grand Rapids, and begin using this model to expand to other locations to help fill a need.

Birkam Health Center (BHC) & Personal Counseling Center (PCC)

Submitted by: Lindsay Barber

Part I: Last Year (2016-2017)

What changes did you make as a result of last year's assessment (2016-2017)?

Birkam Health Center highlighted three areas for assessment last year. The first was overall visit utilization. Utilization showed a slight decrease historically that was comparable with the overall decrease in university-wide enrollment. However, we discovered that over 50% of students who utilized services once returned within the same fiscal year. This was important for us to know moving forward as we have adjusted our services in an effort to get students to visit the health center (i.e. decrease in off-site immunization clinics, etc.). The second area of assessment highlighted showed that students were seen 3.2 days after initially contacting us to schedule an appointment. This is lower than the national and state average. Moving forward, we implemented online scheduling in an effort to decrease this number. The final assessment area was concerning health insurance plans and their adjustment rates. The knowledge we gained from this assessment allowed for us to provide more options to students by networking with certain plans and adjusting rates for others.

Personal Counseling Center assessed two areas of operation. The first was overall client volume. The numbers in the assessment have led us to organize group offerings beginning Fall 2018. The second area assessed was utilization by academic college. Knowing which students utilize our services also allows us to reach more of them by collaborating with their corresponding college, and possibly expanding group offerings.

Birkam Health Center:

Part II: Current Year (2017-2018)

What are your Assessment Highlights for the current year (2017-2018)?

Assessment Area (1 of 2): Patient Satisfaction Survey:

Question: What are you assessing?

Birkam Health Center continues to measure feedback from a patient satisfaction survey regarding multiple areas of service. The results of this survey allow us to know areas/processes in need of improvement. This survey was launched on January 8, 2018 and yielded 75 responses.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction/Customer Service

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Teaching and Learning – Evaluation and Improvement

Assessment Results:

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

The main goal of Birkam Health Center is to create an environment promoting healing and health education to all who access services. The more students who access our services and have a positive experience, the closer we are to reaching our goal. Areas that may show need for improvement allows for implementation of operational changes, and the environment to grow toward the needs of our patients as expressed by them. All questions are rated on a 1-5 Likert scale, with one being poor or not at all likely, and five being positive or extremely likely. The following are questions and ratings from the patient satisfaction survey:

- How would you rate your experience with front desk staff & check-in process? [4.47](#)
- How would you rate your experience with medical staff, including nurses, nurse practitioner &/or physician? [4.49](#)
- How would you rate your experience with billing & checkout process? [4.56](#)
- How likely would you be to return to Birkam Health Center? [4.37](#)
- How likely would you be to recommend Birkam Health Center to others? [4.33](#)
- Overall Score (1-5) = [4.44 out of 5.00](#)

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?

These scores reflect a positive attitude and experience from students utilizing our services. This communicates that when services are rendered, students are happy with the care they receive. I believe this needs to be compared with a historically negative reputation regarding services and staff at Birkam Health Center. The results could be interpreted to make one believe that once a student arrives for services, their overall experience will be satisfactory. This should promote a need to increase first time utilization.

A goal moving forward will be to increase survey participation by prompting students to complete the survey through a kiosk stand. We would like to see an increase in participation from the previous 75.

Assessment Area (2 of 2): Online Scheduling:

Question: What are you assessing?

Birkam Health Center also assessed the utilization of **Online Scheduling** in the Healthy Dog Student Health Portal. The portal capability was launched on January 8, 2018, so the data reflects the spring semester only. This data was collected in Mediat EHR using an electronic reporting system, which calculates who scheduled the appointment (user: OnlineSched). We then compared that to all scheduled appointments to find a percentage of utilization overall.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation / Capacity Management

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Teaching and Learning – Quality, Resources, and Support

Assessment Results:

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

We found from our report that 347 appointments were scheduled using the online system. We had 2897 appointments during the same time that were capable of being scheduled online. This provided us with a 12% utilization rate for the time period measured (01/08/2018-06/30/2018).

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 measurement provides a good baseline for future assessment of utilization. We want to work on promoting this option to students in place of “after-hours care” or emergency department utilization for non-emergent issues. This will decrease barriers to access for services on campus.

Personal Counseling Center:

Assessment Area (1 of 2): Client Retention:

Question: What are you assessing?

Personal Counseling Center continues to assess **Client Retention**. It is important for us to know the percentage of clients who continue past the first and/or second counseling session. We

measure this data through Mediat EHR, using reporting systems that account for Appointment Frequency Distribution, based on 1 visit and up to 10+ visits. This was measured by Session Visit type only, not Urgent or Intake.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction/Customer Service

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Teaching and Learning – Quality, Resources, and Support

Assessment Results:

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

The data was pulled individually for each counselor as well as an average for the center. The average data will be used for the purpose of this report. The results of this measurement showed that only 26% of clients had only one session. This results in a 74% retention rate for more than one session. The clients with two or more visits totaled 44%, which means we have a 56% retention rate over two sessions. This indicates that more than half of our clients find the first two visits helpful enough/engaging enough to continue attendance.

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 would like to always measure this and share it with individual counselors to create awareness of their client retention. Even though retention is not our main goal with counseling, and that a higher volume of visits does not evidently correlate with a positive outcome in counseling, we feel it is indicative to our service line and our student receptiveness to counseling sessions.

Assessment Area (2 of 2): Overall Client Utilization:

Question: What are you assessing?

We measure overall client utilization by using Mediat EHR and specific reporting systems within the program. We want to measure the overall volume of clients to know our impact across campus.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation / Capacity Management

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Teaching and Learning – Quality, Resources, and Support

Assessment Results:

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

We will always want to increase overall client utilization to maximize our resource services on campus. Our goal is to create access for all students by decreasing barriers and increasing positive outcomes. The growth over the last year is positive and something to continually measure so that we continue to expand services and access.

Dates	AY17 (8/29/16- 5/12/17)	AY18 (8/28/17- 5/4/18)	FY17 (7/01/16- 6/30/17)	FY18 (7/1/17- 6/30/18)
Client Volume	2072	2364	2221	2585

Explore Possible Actions Based on Assessment:

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

The plan will be to continually monitor these volumes and use the numbers to understand our overall utilization. These numbers are reported in various formats to various audiences. The main use for these numbers over the next year will be to help reduce the stigma of seeking mental health resources on campus as well as create a norming effect of peer utilization.

Part III: Next Year (2018-2019)

What continuing or new assessment activities are you targeting next year (2018-2019)?

The plan for next year is to continue to measure volume and utilization rates, as this is always relevant to service, retention, and customer satisfaction.

For Birkam Health Center, we would like to measure programming that has not existed before. This includes Health & Wellness Week. We will also be measuring a full academic year of our ADHD process, as this past year only served the population for the spring semester due to faculty sabbatical.

The Personal Counseling Center will measure the ADHD process as well. PCC will also launch group therapy options when school begins, so measuring utilization of that in the first year will help provide a baseline.

Center for Leadership, Activities and Career Services (CLACS)

Submitted by: Angela Roman

Part I: Last Year (2016-2017)

What changes did you make as a result of last year's assessment (2016-2017)?

1. Five Star card swipe attendance data - As a result of last year's assessment, we improved and expanded card swiping to add more events in Fall 2017 and then expanded to include all CLACS events in Spring 2018. This increase in data allows us to analyze engagement data for each student in regards to how engaged they are in CLACS activities.
2. Greek Council Retreat - The new coordinator of Greek Life was able to take the assessment feedback and make improvements to the training, which increased attendance and added content that students recommended.

Part II: Current Year (2017-2018)

What are your Assessment Highlights for the current year (2017-2018)?

Assessment Area (1 of 3): Handshake:

Question: What are you assessing?

Handshake was introduced as a University recruiting platform to increase accessibility for all students, including online and offsite. It also provides an exceptional benefit of shared employment contacts, opportunities, and an intuitive search features that were not available from the former Career Services Management (CRM) platform. Handshake is used to track student appointments and student demographics. Upon completion of the first year, Handshake was analyzed to establish a baseline for gathering assessment data including students, alumni, employers, and events. From this data, we will be able to identify several trends in student usage and employer workforce needs while obtaining information to support career readiness and placement.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Student and Employer participation data

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Mission

- Teaching and Learning: Quality, Resources, and Support

Assessment Results:

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

In reviewing the Handshake student and employer usage data, we found the following:

- A. Identified baseline points for data comparison – Student and Alumni Engagement.
 - # of appointments:
 - office: 532
 - email: 189
 - phone: 8
 - Types of appointments:
 - interview practice: 253
 - career planning: 92
 - emailed resumes: 206
 - job shadow/soft skills interviews: 34
 - walk in or walk up: 144
 - Class standing of student appointments:
 - Alumni: 9
 - Post Doctorate: 4
 - Masters: 5
 - Senior: 474
 - Junior: 140
 - Sophomore: 46
 - Freshman: 48
 - Average GPA of students with appointments was 3.09, 135 students had a GPA under 2.5, and 34 students had a GPA below 2.0
 - Activated Profiles: 4350 or 28%
 - Unique Users Added:
 - FY17-18: 2754
 - FY 16-17: 1596
 - Public Profiles: 83.24%
 - Peer to Peer Public Profiles: 19%
 - Resumes uploaded: 650 uploaded and 401 made viewable to employers
 - Applications submitted: 2329 from 385 unique applicants (Bus Admin: 37, Plastics Eng.: 28, Auto Eng.: 21, Manuf. Eng.: 19, Marketing: 18, Info Security: 16)
 - Kendall College of Art and Design students have access and were using Handshake even though they had their own platform.
- B. Identified baseline points for data comparison – Employer Engagement
 - Top 10 Industries based on number of organizations with a posting in Handshake:
 - Healthcare: 455

- Manufacturing/Engineering: 390
 - K12 Education: 384
 - Non-Profits: 316
 - Internet/Software: 218
 - Other Business: 208
 - Government/Public Service: 178
 - Construction: 174
 - Other Education: 174
 - Advertising/Public Relations: 167
 - Approved Employers: 10,897
 - New Employers FY 17-18: 5382
 - Total Approved and Expired Postings FY 17-18: 28,672 (13,712 Regional)
 - Employer Event Registrations: 328
 - Active and Pending Employer Contacts: 14,965
 - Postings included 84.16% Jobs, 14.12% Internships
- C. Student Survey using Handshake
- Post-grad goals:
 - Working: 813 (61.68%)
 - Attending grad school: 286 (21.69%)
 - Volunteer: 97 (7.36%)
 - Why use Handshake? Locate employment or internship: 55.06%,
 - Work Location interest:
 - Domestic/Regional: 72.64%
 - International: 27.36%
 - Self-identified Skills attained (NACE):
 - Leadership: 1590
 - Communication: 606
 - Global/Cultural/International: 6
 - Critical Thinking/Problem Solving: 132
 - Digital Technology: 134
 - Teamwork/Collaboration: 276
 - Professionalism/Work Ethic: 19
 - Occupational Categories of Interest (Top 5 High to Low):
 - Government/Law/Politics
 - Professional Services
 - Healthcare
 - Media & Marketing
 - Manufacturing, Technology
- D. Student Satisfaction with Handshake Survey
- Most used functions include posting search, creating a profile, uploading a resume, and applying for jobs
 - 50% of users found Handshake on their own
 - Students rated user friendliness of Handshake 2.2 (scale of 1 easy: 10 difficult)

- 90% of users were able to find what they were looking for
- 50% accomplished their goals with Handshake
- Users' likeliness to recommend Handshake 3.8 (scale of 1 likely: 10 not likely)

E. Employer satisfaction with Handshake feedback

- Most used functions include posting jobs, registering for events, and then searching student profiles
- Employers rated ease of use of Handshake a 7.83 (10 is extremely easy)
- 81.85% (415/507) of employers were able to find what they were searching for in Handshake
- Employers rated how likely they are to recommend Handshake as a 7.44 (10 is extremely likely)
- Top employer comments:
 - Handshake saves time when posting to multiple schools
 - Very few applicants/not enough candidates
 - Suggested enhancements for developer

Explore Possible Actions Based on Assessment:

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

Based on the assessment results, we invited Kendall College to join on Ferris' Handshake account, saving Kendall money and providing increased collaboration and opportunities for students and alumni. A full marketing campaign will be rolling out to Kendall in Fall 2018.

The baseline data allows us to create and monitor goals for increased usage of Handshake and career related appointments. This information will allow us to find academic programs that are not using Handshake to tailor our advertising to increase usage. Finally, Handshake data will be used to guide our approach with students in an attempt to influence retention by shifting our focus to freshman and sophomore student engagement within the CLACS Career Center, initiate career planning appointments with students seeking other career assistance with a GPA below 2.0, and track progress of students who attend a career appointment.

Assessment Area (2 of 3): Bulldog Beginnings:

Question: What are you assessing?

Bulldog Beginnings is a two-week welcome program that takes place each Fall semester. The intended outcomes are for new and returning students to feel welcome to campus, find friends, know and seek out University resources, feel a sense of pride, and become engaged in campus life activities. The programming takes place for two weeks and includes activities from a variety of departments across campus. This year, we assessed the following from our students: attendance at events, overall satisfaction with the experience, learning outcomes, and programming recommendations. We used electronic surveys to collect the data.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Student Learning Outcomes
- Student Satisfaction
- Student Attendance

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Teaching and Learning: Quality, Resources, and Support
- Teaching and Learning: Evaluation and Improvement
- Resources, Planning, and Institutional Effectiveness

Assessment Results:

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

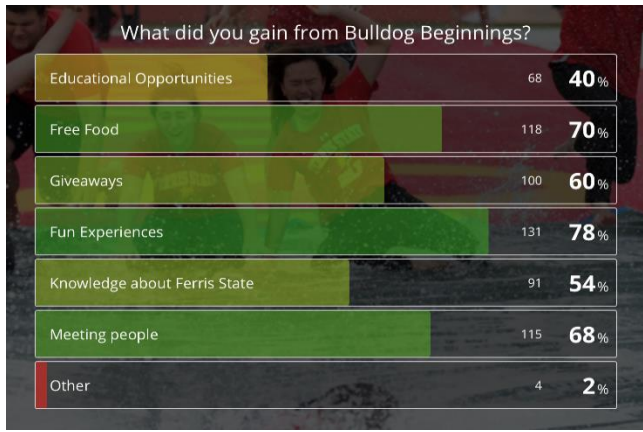
Student Survey Total Responses: 197

Student Type:

- Freshman: 68
- Readmits: 2
- Transfers: 32
- Continuing: 95

Student Stage:

- Freshman: 73
- Sophomore: 37
- Junior: 43
- Senior: 44



Mon. Aug 28- RecFest, Activities at Student Recreation Center	39	20%
Tues. Aug 29- Grilled Cheese in the IRC	22	11%
Tues. Aug 29- Headphone Disco	32	16%
Wed. Aug 30- Entertainment Unlimited - Comedian	21	11%
Wed. Aug 30- Get Acquainted Day	26	13%
Thurs. Aug 31- President's Speech	8	4%
Thurs. Aug 31- Founder's Day Extravaganza	83	42%
Thurs. Aug 31- Ice Cream Social	85	43%
Fri. Sept 1- Disc Golf - in FLITE	6	3%
Fri. Sept 1- Late Night Movie	14	7%
Sat. Sept 2- Michigan Adventure Trip	3	2%
Mon. Sept 4- Downtown Craft Show	9	5%
Mon. Sept 4- Spades and Euchre Tournament	4	2%
Tues. Sept 5- Academic Support Center Open House	5	3%
Wed. Sept 6- Bulldog Bonanza	106	54%
Thurs. Sept 7- Center for Latin@ Studies Welcome Back Party	7	4%

What events did you attend at Bulldog Beginnings?

(Select all that apply)

I did not attend any Bulldog Beginning Events	30	15%
Fri. Aug 25- Classroom Tours	8	4%
Fri. Aug 25- Bulldog Welcome at Top Taggart	51	26%
Fri. Aug 25- RHA Movie in the Quad	23	12%
Sat. Aug 26- Playlists & Popsicles	17	9%
Sat. Aug 26- Big Rapids Beginnings - Downtown	43	22%
Sat. Aug 26- Meijer Mania	89	45%
Sat. Aug 26- Late Night in the UC - Assorted Activities in the University Center	43	22%
Sun. Aug 27- Recreation at the UC	22	11%
Sun. Aug 27- Playlists & Popsicles	14	7%
Sun. Aug 27- Big Rapids Beginnings	16	8%
Sun. Aug 27- Meijer Mania	28	14%

Explore Possible Actions Based on Assessment:

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

This information is helpful in planning the next programming series by providing us activity ideas and goals that we would like to meet. We will add more specific learning outcome questions to find out if our intended outcomes of the Bulldog Beginnings program are met. We also will use the assessment data to find gaps in student programming needs to add to our programming schedule. Our goal is welcome students in many unique ways as our student demographics and needs change.

Assessment Area (3 of 3): Community Service Opportunities:

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

The CLACS volunteer center worked this past year to improve community service opportunities, to increase involvement entries into OrgSync, and to provide reflection from our students about those opportunities. To determine if our efforts were successful, we analyzed students' service involvement records as self-reported into OrgSync. Our data is from July 1, 2017 to June 30, 2018.

Assessment Category:

Question: *What category does your assessment initiative fall under?*

- Student participant data
- Student learning outcomes

HLC Criterion:

Question: *What HLC criterion and core component does your assessment initiative fall under?*

- Teaching and Learning: Quality, Resources, and Support

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?*

2017-2018		2016-2017					
21485		16545		Total involvement entries			
20168	94%	14730	89%	Community service or fundraising entries			
2414	12%	2680	18%	Entries had learning outcomes selected			
1727	9%	2094	14%	Entries had a reflection submitted			

The participant data tells us that most involvement entries submitted by students are for community service. Other involvement entries include activities such as event attendance, study

hours, or RSO or committee meetings. Disappointingly, even though our students entered more community service activities this year, they were less likely to complete the learning outcomes and reflection on that service compared to last year.

We assessed the learning outcomes reported as achieved by the student from 2,414 community service entries this year that included learning outcomes. Each student is able to choose up to three learning outcomes per involvement entry. Learning outcome categories correlate directly with general education learning outcomes, desired outcomes from CLACS, Student Affairs student learning outcomes, and the Ferris State University mission.

- Teamwork - 1433 (59%)
- Civic Engagement - 575 (24%)
- Communication - 375 (16%)
- Self & Society - 312 (13%)
- Problem Solving/Creative Thinking - 210 (9%)
- Life Long Learning - 221 (9%)
- Health and Wellness - 127 (5%)
- Information - 114 (5%)
- Career Exploration - 85 (4%)
- Degree Specific/Integrative Learning - 62 (3%)
- Clarified Values/Ethics - 72 (3%)
- Diversity and Inclusion - 42 (2%)
- Finances - 17 (1%)
- Science - 21 (1%)

Because the above learning outcomes only included community service entries, these results were as expected. As anticipated, student volunteers have an increased opportunity to learn and reflect upon what their experience means to the greater community (24% of entries identified this as an outcome). Although we would like this number to be higher, it still ranks #2 of all possible outcomes. Written reflection statements indicated that students were often volunteering with friends, which explains that the highest (59%) identified outcome is teamwork.

Our only surprise is that only 2% of entries identified diversity and inclusion as a learned outcome. We assumed that as students served our underrepresented populations in the local community, they would reflect upon their experiences with people that may be different from them. Examining this more closely, the involvement entries included a high amount of service opportunities that were not directly working with the people in the community. Popular examples of this are: Relay for Life, animal shelter, unloading food trucks, peer mentor programs, yard clean up, general cleaning, and collecting goods.

The last assessment we did regarding community service involvement entries was to analyze the reflection statements from students about their service. This proved harder to articulate the assessment as it is a unique narrative from each student. We generally learned the following:

- Students stated often they enjoyed volunteering
- Students most often reflected on what they did and what they learned
- Students did not reflect often on how their service affected their desire to be socially responsible and civically engaged.

We identified some of our most powerful student reflections below.

- “During this event I learned the power of teamwork. Splitting into groups and delegating work made for a smooth experience. This opportunity showed the full circle of giving back to the community and our civic duty as citizens.”
- “Helping out the homeless shelter made me see that what I previously perceived as what a homeless person is like isn't entirely correct. There is another side to it. There are whole families that are struggling and need a place to stay and Our Brother's Keeper had family rooms so that they could stay together during their tough times.”
- “I am very glad that I participated in the St Mary's Fun Fest. I really liked that I got to get in the community of Big Rapids and start to meet some new faces make the town what it is. I also thought it was cool I was interacting with not only the future of Big Rapids, but possibly also the future of Ferris State University.”

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 community service assessment tells us that there is opportunity to get students involved at a deeper level within the local community. The CLACS Volunteer Center plans regular service projects and will now provide opportunity for participants to have discussions and guided reflection. We smiled often while reading the reflections of our students' service. These narratives could be used in a variety of ways to encourage others to give, share student stories, and remind faculty and staff why we hold community engagement in high regard.

Part III: Next Year (2018-2019)

What continuing or new assessment activities are you targeting next year (2018-2019)?

CLACS would like to complete the following assessment opportunities next year:

- Friday's at Ferris - We are implementing a new late night, University Center programming model and will assess its effectiveness and student satisfaction.
- Leadership Programming - We are implementing and assessing a new leadership program inclusive of learning outcomes, satisfaction, and student goal attainment.

- Registered Student Organizations - RSO's are an important place for students to obtain a sense of belonging and to learn important career readiness skills. We will assess the impact of these outcomes.
- Student engagement - Now that student engagement is regularly collected in OrgSync, we plan to analyze this data and the demographics to see if we can find indicators of student engagement. This will allow us to target students who may not be engaged and therefore may be at risk of leaving the institution.

Commencement

Submitted by: Jennifer Stevens

Part I: Last Year (2016-2017)

What changes did you make as a result of last year's assessment (2016-2017)?

Not Applicable as this is the inaugural year for Commencement to be included in the Assessment Highlights

Part II: Current Year (2017-2018)

What are your Assessment Highlights for the current year (2017-2018)?

Assessment Area (1 of 1): Commencement:

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

We examined the several facets of overall participation at our Spring 2018 ceremonies.

Assessment Category:

- Participation/Capacity

HLC Criterion:

- Teaching and Learning - Quality, Resources, and Support

Assessment Results:

Here are the student participants for Spring 2017 and Spring 2018 for comparison purposes.

Spring 2018 Commencement	Participants
Health Professions	250
Michigan College of Optometry	38
Arts & Sciences	239
Pharmacy	75
DCCL	20
Retention & Student Success	5

Engineering Technology	344
Business	290
Education & Human Services	265
Grand Total	1526

Spring 2017 Commencement	Participants
Health Profession	304
Michigan College of Optometry	11
Arts & Sciences	140
Pharmacy	115
DCCL	14
Retention & Student Success	0
Engineering Technology	313
Business	296
Education & Human Services	292
Grand Total	1485

Over the next few years, because of our enrollment decline, the numbers of students participating in our ceremonies will decline and then ultimately level off as a new homeostasis emerges. For example, the University began to experience the decline in the number of students within the College of Health Professions while overall enrollment was stable or growing in other Colleges. Their graduates have already reached peak and are now normalizing in concert with their overall pattern on enrollment.

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?

One of the main reasons the number of graduates is assessed each year is the result of spatial limitations in our campus facility, which hosts Commencement. When the numbers were increasing, there was concern that we would have to reconfigure and have an additional ceremony – bringing the total to six or reduce the number of tickets offered to each graduate for guests. We

will continue to monitor to ensure Commencement remains a signature experience for our graduates and guests.

Part III (Next Year)

What continuing or new assessment activities are you targeting next year (2018-2019)?

Next year, the Commencement Office will focus on two areas.

Our first assessment activity will be a comprehensive examination of how accurately our graduation application and ticket reservations predict who ultimately attends the ceremonies. We observe that for some Colleges, the numbers vary widely.

Second, we will focus on an exploration of printing costs and quantities for our Commencement programs.

Financial Aid

Submitted by: Heide Wisby

Part I: Last Year (2016-2017)

What changes did you make as a result of last year's assessment (2016-2017)?

For 2016-2017, Financial Aid conducted a survey to assess students' understanding of the terms and conditions of their federal student loans. We found that although there is an abundance of information available to student borrowers before, during, and after college, the majority of FSU borrowers were lacking basic understanding of how their loans work.

Our intention was/is to offer additional financial literacy opportunities to FSU students. However, with the reduction in our staff due to early retirements, we are now focusing on electronic resources (videos, online calculators, etc.), as we are no longer able to support the same level of staff participation as in the past.

Part II: Current Year (2017-2018)

What are your Assessment Highlights for the current year (2017-2018)?

Assessment Area (1 of 1): FSU Federal Loan Defaulters:

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

We assessed the most recent group of FSU federal loan defaulters in order to identify their common characteristics. Students that are high risk for default can be targeted for extra assistance, both while in school, and after leaving school.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Other

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Federal Compliance (HLC filing document 19. a., b.)

Assessment Results:

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

Based on the data we collected on FSU's most recent group of defaulters, we learned that there are several very meaningful characteristics common to them. We were able to identify characteristics that make a FSU student high risk for default.

Our group of defaulters were pulled from the FY15 CDR cohort for Direct Loans (only). Parent PLUS loans were not included. 310 Direct Loan (DL) **student** borrowers defaulted during the FY15 cohort period (the most recent group available).

- 48% female/52% male
- Average terms attended at FSU: 6
- Most common programs of study:
 - Criminal Justice
 - General/ Directed/ Integrated Studies
 - Education majors
- 53% changed programs at least once
- Average total DL debt = \$18050
- Not meeting SAP: 61%
- Average GPA = 2.11
- Graduated from FSU: 26%
- Average age: 35

The average age of 35 indicates that FSU defaulters, overall, ARE NOT traditional students. A traditional student would begin college shortly after high school, and attend 4-5 years (or less). The legal definition of default is 270 days past due. If traditional students default, this will most likely occur well before the age of 30. The average age of 35 for FSU defaulters indicates that they are primarily non-traditional “adult students.”

We also found that weak academic performance is an important indicator of high risk for default. In our group of defaulters, the average GPA was fairly low (2.11), 61% were *not* meeting SAP at the time they stopped attending FSU, and only 26% graduated from FSU.

The most common programs of study for defaulters (Criminal Justice, General Studies), also indicates that the less selective the program, the more high risk the student for default.

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-traditional students, and students less than well prepared for college level work, may need additional academic assistance and advising while enrolled at FSU. Many schools use an “early alert” system to identify high-risk students that would benefit from early outreach. This is normally triggered due to attendance issues, or poor academic performance (such as failing mid-term grades).

In our department, we will work to increase all students' knowledge of the terms and conditions of their loans. We offer individual advising to all students. We also plan to develop a web-based financial literacy component for all students to use before, during, and after their enrollment at FSU.

We intend to share our findings with the university Provost. Discussions amongst academic components at FSU would be beneficial to encourage faculty to incorporate financial literacy into appropriate courses. Discussions regarding an "early alert" system for at-risk students could also prove to be beneficial.

Part III: Next Year (2018-2019)

What continuing or new assessment activities are you targeting next year (2018-2019)?

As our department lost two experienced staff due to early retirements, we feel it is important to assess our students' level of satisfaction with the customer service that we provide during the 2018-2019 cycle. We will be conducting a survey of FSU students to gain information on any areas of frustration that our students have in dealing with our department. Our plan is to develop a set of service standards (for internal use only), to provide our students with reasonable turnaround times in all of our processes.

Greek Life

Submitted by: Ashley Schulte

Part I: Last Year (2016-2017)

What changes did you make as a result of last year's assessment (2016-2017)?

Last year, the previous Greek Life Coordinator utilized the impact of the Greek Leadership Retreat as part of ongoing development for both chapter and council executive board members, especially Presidents. We continued this opportunity with an all-day retreat (instead of two days) at the end of Hazing Prevention Week. This will likely continue going forward. In addition, chapter and council executive board members for both Panhellenic and Interfraternity Council attended regional training for the first time, growing the expertise of our community and the national/regional expectations of our governing councils. At this time, Black Greek Council (BGC) has only participated in an all-Greek Leadership Conference, which would be most similar to the development trainings mentioned above. However, there is a specific track at both the Association for Fraternal Values and Leadership (AFVL) conference and at the National Black Greek Leadership Conference (NBGLC). Basically, as an attendee of AFLV or NBGLC, you can attend any session from either conference track during the same weekend and at the same location. We had a leader within BGC at Ferris attend this past year. Ultimately, Fraternity/Sorority Life has ongoing goals and has seen progress toward increasing values-based professional development, which was assessed in 2016-2017.

Part II: Current Year (2017-2018)

What are your Assessment Highlights for the current year (2017-2018)?

Assessment Area (1 of 1): Fraternity/Sorority Participation:

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

Broadly, this report summarizes the participation of fraternity/sorority members at Ferris State University. More specifically, we are framing information provided by Chapter Presidents or collected by the Greek Life Coordinator from Fall and Spring semesters. Information provided includes: membership (new member participation, retention/attrition within the organization, and graduation from Ferris); academics (measured by GPA of active and new members); philanthropy/service; educational programming; leadership development; and conduct.

The goal was to find out more information regarding what our members and organizations are doing. To do so, we needed to create baseline data to shape data driven decisions regarding a gap analysis and future planning.

We did not have significant information about who are members were, their demographic information, their academic information beyond grade point average, their persistence at Ferris and within their organizations, nor comparable information over time. Upon joining a Fraternity/Sorority, informational data was released through a download from Banner, as well as from supplied information by Chapter Presidents. We will be sharing this information with the Fraternity/Sorority Community, which includes on and off campus advisors as well as within the Student Life team.

Assessment Category:

Question: What category does your assessment initiative fall under?

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

There may be some connected information within this report that may suggest assessment of Customer Satisfaction or Student Learning; however, there were no pre-determined goals set to measure those explicitly.

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Mission
- Integrity - Ethical and Responsible Conduct

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?

Membership Analysis:

During 2017-2018, fraternity/sorority membership was composed of 4.109% (Fall) and 4.306% (Spring), showing some growth as compared to the slight decline in total enrollment from Fall to Spring. This is likely a much larger percentage of Big Rapids campus students, but membership is technically not exclusive to main campus students, and Inter/National organizations often want to review information about eligible students.

The community welcomed 203 new members and grew from **567** total members in the Fall semester to **580** total members in the Spring semester.

Fraternities and Sororities registered 114 total recruitment/informational events, which represents 26.6% of all Fall/Spring submitted events in OrgSync.

FALL 2017	Active Members	New Members	All Members
All Fraternity/Sorority	417	150	567
Sorority Membership	192	72	264

Fraternity Membership	225	78	303
Campus Enrollment			13798
Percent of Population			4.109%

SPRING 2018	Active Members	New Members	All Members
All Fraternity/Sorority	526	53	580
Sorority Membership	242	16	258
Fraternity Membership	284	37	322
Campus Enrollment			13471
Percent of Population			4.306%

Retention/Attrition:

We saw a loss of 5.97% of our members in the Fall semester and 6.15% in the Spring semester due to one of the following reasons: resignation during the new member period, resignation after being initiated (active member), or leaving Ferris. Graduating students are not counted in the attrition percentage because their exit from the organization is seen as positive, not negative. Overall, this provides a baseline for future assessment or analysis. It should be noted that it is unknown if the new members or the active members who resigned persisted as Ferris students or not. Ideally, this will be something we can track with the implementation of Salesforce.

Fraternity/Sorority Membership Retention		Fall	Spring
New member resignation		19	7
Active member resignation		15	10
Left Ferris/Alumna Status		2	21
Total Membership Attrition		36	38
Percentage of Fraternity/Sorority Community		5.97%	6.15%
Graduating/Alumna Status		18	95

Race/Ethnicity Information:

The demographic information for fraternity/sorority members is very similar to the Ferris State University student population. From Fall to Spring semester, we saw a slight incline in Black/African American and Multiracial representation, yet saw slight decline in other identities. This will continue to be an area to review as we hope to specifically grow our Multicultural Greek Letter Organization support and number of organizations, and hope to have additional organizations within Black Greek Council that are affiliated with NPHC to return to campus. Comparatively and as a baseline, being as racially diverse as the student body is not a bad place to start. Historically, traditionally underrepresented racial identities on college campuses were more so underrepresented in selective membership organizations such as fraternities and sororities.

Race/Ethnicity	Fall Percentage	Spring Percentage
-----------------------	------------------------	--------------------------

American Indian/Alaskan Native	0.35%	0.34%
Asian	1.94%	1.90%
Black or African American	6.00%	7.07%
Hispanic/Latino	5.47%	6.21%
Multiracial	3.00%	3.45%
Unknown	5.64%	4.83%
White	77.60%	76.21%

Student Categories:

The different types of student categories considered for each semester were if a student was a member of the Honors Program, and which degree program the student was currently enrolled in. Each of these may change over time for the student. Ferris State University’s fraternity/sorority community has a higher percentage of NON-FTIAC students join their organizations. For example, in the Fall semester, only 12.52% of the community was FTIAC, but New Members represented 26.45% of the community, so less than half of new members were FTIAC students.

We saw a significant decline in the number of Honors Program students. We do not believe that Honors students resigned from our organizations, but that they no longer qualified to be in the Honors program from Fall to Spring semester. This piece of information needs further review as to why there is a decline from 11.46% to 7.59% in our community.

The different Degree Programs that the fraternity/sorority community are currently enrolled in for each semester are also of interest. It is not often that there is opportunity to join national social fraternities and sororities while in an Associate’s Degree program, but because of the opportunities available to Ferris State University students, it is not a known ineligibility factor. Information was not acquired as to how this aligns with the general Ferris student population, and was part of the reason for NOT using strictly undergraduate information as we do have members in the MSW, MISI, and PD programs.

Student Type	Fall Percentage	Spring Percentage
Continuing	83.25%	98.79%
FTIAC	12.52%	0.17%
Transfer	3.53%	0.69%
Readmit	0.71%	0.34%
Honors	11.46%	7.59%

Degree Type	Fall Percentage	Spring Percentage
AA/AAS/AS	37.39%	39.14%
BA/BS/BSW/BSN/BFA/BAS	47.44%	45.69%
MISI/MSW	0.35%	0.34%
PD	14.81%	15.00%

Progress towards Degree Completion:

We wanted to go beyond Grade Point Average (GPA) as a way to measure academic progress. This information shows the ranges (in 10% increments, except for those who have earned 100% of their attempted credit hours) of the percentage of credits, a member has earned compared to how many they attempted. There is information for both Fall and Spring semesters as a snapshot for Cumulative and Semester credit hours.

Data indicates that we have a handful of students who made little to no progress in this area for the semester. We can see that more students earned 100% of their credits for Spring semester than for Fall semester. For the first time, in 2017-2018, Chapter Presidents received this information for each of their members, along with their GPAs, and have been tasked to work with individual members on academic advising, persistence in courses, and planning. Although not shown in the chart below, there is overrepresentation in our Black Greek Council membership for attempting many more credits than they earn.

Currently, approximately 47% of fraternity/sorority members have never not earned credit for a course they attempted and approximately 70% have earned between 90-100% of the credits they have attempted.

Percentage of Credits Earned (of Attempted)	Cumulative Credits (Fall)	Cumulative Credits (Spring)	Semester Credits (Fall)	Semester Credits (Spring)
100%	46.56%	47.59%	74.78%	78.62%
90-99.99%	25.40%	22.41%	2.47%	0.00%
80-89.99%	15.34%	16.55%	4.76%	2.07%
70-79.99%	7.94%	6.90%	8.11%	7.07%
60-69.99%	2.29%	3.28%	3.00%	3.79%
50-59.99%	1.59%	2.24%	2.47%	3.28%
40-49.99%	0.18%	0.52%	1.06%	1.21%
30-39.99%	0.18%	0.00%	0.53%	0.52%
20-29.99%	0.35%	0.34%	1.59%	1.90%
10-19.99%	0.00%	0.00%	0.00%	0.34%
0-9.99%	0.18%	0.17%	1.23%	1.21%

Impact of Fraternity/Sorority Life

Community Service/Philanthropy:

Fraternities and Sororities reported in their Greek Impact Reports 3,672 hours of volunteer/community service and reported raising \$30,859.33 in philanthropic donations. There were 64 community service/philanthropy events submitted in OrgSync by Fraternity & Sorority organizations, which represented 15% of all hosted Fraternity/Sorority events.

Social:

Fraternities and Sororities hosted 87 social events with alcohol and 23 social events without alcohol, representing 20.3% and 5.4% of all submitted events for the year. This year we had 106

attendees at the Risk Prevention Workshops and saw an increase in TIPs trained members from 197 (or 34.74%) in the Fall semester to 239 (or 41.21%) in the Spring Semester. There were 239 participants in the Greek Intramural sports for Fall 2017 (this information might include duplicates, for example, a member might have been on both the basketball and the volleyball IM team, but are counted as “2” participants). Spring 2018 IM participation data was not requested at the time of submission and is forthcoming.

Conduct:

This year, Registered Student Organization misconduct violations was addressed in the Office of Student Conduct where 12 Fraternity and Sorority organizations had 22 referrals. Of those 22 referrals, eight were found responsible, eight were addressed through informal resolutions, and four were found not responsible. The policy violations are all in the following categories: Unregistered Event with Alcohol, OrgSync Renewal, Event Registration, and Hazing.

Explore Possible Actions Based on Assessment:

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

The benefit to having so much demographic information about the Fraternity and Sorority community, and how they spend their time provides an authentic and transparent baseline for additional data collection. Over time, trends can help show growth (or decline) in any specific area or pose a new area in which information should be gathered. There is already use of this information to improve retention within our organizations and at Ferris State University, to increase progress towards degree completion, to gauge what events organizations are hosting, and how we are holding them accountable within our policies. We are moving forward with a more accurate view of what Fraternity and Sorority life is really like at Ferris State University and looking for targeted areas for continuous improvement.

This assessment process was very beneficial; however, the data presented in this assessment report did not really assess a specific area or variable. It was baseline assessment of the participation for Fraternity/Sorority life. There already has been a lot of sharing of this information with colleagues, and the next step is to share this information in a critical and connected way to our students and advisors. There was a connotation that Greek Life was very social, and this is not untrue; however, we hope to provide opportunity for all areas within Fraternity/Sorority life to be celebrated (or in some instances, like conduct referrals) intervened.

Part III (Next Year)

What continuing or new assessment activities are you targeting next year (2018-2019)?

Next year, the fraternity/sorority community will assess the following:

1. Student Learning of Chapter Presidents: Organization presidents often take office in December/January. This is more difficult to assess in the summer; however, the goal is to start with the cohort of Presidents that take office in December 2018 or January 2019, and follow them through to the end of their term. This will be a Student Learning based assessment.
2. Salesforce Integration of Data Management: The 2018-2019 academic year will be the first for utilizing Salesforce software set up specifically for Greek Life management. We hope to assess retention within organizations and at Ferris, as well as compare members of fraternities and sororities with the general student body. For example, we will seek to know how affiliated students persist, perform academically, carry a full course load, or additional relevant factors based on what is available through Salesforce integration. This will be Participation/Data Analysis based assessment.

Institutional Research & Testing (IR&T)

Submitted by: Mitzi Day

Part I: Last Year (2016-2017)

What changes did you make as a result of last year's assessment (2016-2017)?

Assessment Area (1 of 1): Web Analytics of Our Pages

By examining the usage patterns on our various web pages, we discovered which pages were experiencing the highest rate of views. We evaluated how the rates fluctuated over time, and what the patterns told us about student/faculty and staff behavior. Our goal with this assessment was to see where we should focus our efforts in the future when trying to refine some of our processes for delivering our information on the web. With the information we gathered, we made changes on various pages to improve our level of service and increase efficiency on the pages. After further OMNI training, we are able to control our own content, make changes as they occur, and decrease the time to update content that may have become outdated. With the *Fact Book* pages, we are planning to create bookmarks and indexing to help streamline the navigation process. All of these sustained efforts are to help our customers navigate with more ease and less time. On our webpages, including the CLEP and Fact Book pages, we will continue to monitor and adjust the inclusion and display of processes and services to maximize their usage in ways that are most helpful to our student, faculty, and staff population. As the expectations for web content continues to change, we will array the services offered and the way we present these items to our students, faculty, and staff as needed.

Part II: Current Year (2017-2018)

What are your Assessment Highlights for the current year (2017-2018)?

Assessment Area (1 of 2): Scantron® Scanner Usages:

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

By using the last three years of data, we assessed the patterns and overall usage of our *Scantron*® service by our various colleges and departments. We examined the patterns by looking at the different types of scanning activities that were taking place. We documented different types of scanner usage, to give us a better understanding of who was using the service and to what degree they were using the service. We evaluated how the usage rates fluctuated over time, and what these patterns could tell us about college/department behavior. Our goal with this assessment was to see where we should focus our efforts in the future when trying to refine some of our processes.

Assessment Category:

Question: *What category does your assessment initiative fall under?*

- Participation

HLC Criterion:

Question: *What HLC criterion and core component does your assessment initiative fall under?*

- Resources, Planning, and Institutional Effectiveness

Assessment Results:

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

We considered the patterns of those using our *Scantron*[®] service a few different ways: (1) By the actual number of scanning forms requested by colleges, (2) From student tests that were scanned and, (3) From SAI (student assessment of instruction) that were scanned. We looked at these results for both colleges and the departments within colleges.

The Blank Scanning Forms requested for the past 3 years were as follows:

	2015	2016	2017
	Blank Scantrons	Blank Scantrons	Blank Scantrons
TOTALS	58500	38000	41500

Overall requests dropping from 58,500 in 2015 to 41,500 in 2017.

The results of the student tests that were scanned are as follows:

	2015	2016	2017
	Tests Scan	Tests Scan	Tests Scan
TOTALS	50496	40671	32839

Tests scanned for students saw a decrease from 50,496 in 2015 to 32,839 in 2017.

Student Assessment of Instruction (SAI's) results for the past 3 years were as follows:

	2015	2016	2017
	SAI	SAI	SAI
	Scan	Scan	Scan
TOTALS	6200	6501	5332

There was a slight decrease in the number of SAI's scanned over the past 3 years with 6,200 in 2015 and 5,332 in 2017.

Below is the Scanner data for all colleges/departments for the past 3 years.

Dept	Total Test Counts									
	2015				2016					
	Blank Scantrons	Tests Scan	SAI Scan	TOTAL Scanned	Blank Scantrons	Tests Scan	SAI Scan	TOTAL Scanned	Blank Scantrons	Test Sca
A&S	21000	17254	1493	18,747	16000	14489	1882	16,371	10500	10
BUS	10500	14015	185	14,200	12000	14842	187	15,029	17500	14
CHP	9500	3984		3,984	2500	4253		4,253	4500	5
CET	2000	1353	4142	5,495	1500	550	4432	4,982	500	
OP	500	122		122	500	187		187		
PH	12000	10375	380	10,755	2500	5976		5,976		
OIE	1500	492		492		152		152		1
ASC	500	34		34	1500			0	8500	
RSS	500	1874		1,874				0		
Dining	500	993		993	1500	222		222		
TOTALS	58500	50496	6200	56,696	38000	40671	6501	47,172	41500	32

To date, the 2018 data seems to be decreasing in all areas. There are fewer student test coming in, possibly due to the increase in tests that are taken in our online learning environment. The number of SAI's are diminishing as the colleges and departments move to the online SAI's.

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 monitor the usage of the *Scantron*® services to see if participation in scanning will decline as the University continues to use different means of technology to gather the SAI information and provide test taking and scoring services. Over the next year or so, we will examine the need to refine or redesign our services to optimize efficiency and service.

Assessment Area (2 of 2): CLEP Test Survey:

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

Institutional Research & Testing (IR&T) conducted a CLEP® test user experience survey. Our goal was to explore how students felt about their CLEP® test experience, how they became aware of

the test, and their reasons for taking it. We used Question Pro[®] survey software to administer a very short five question survey to collect the data. We wanted to see what students felt was most useful and how taking the CLEP[®] affected them.

Assessment Category:

Question: *What category does your assessment initiative fall under?*

- Customer Satisfaction/Customer Service

HLC Criterion:

Question: *What HLC Criterion and core component does your assessment initiative fall under?*

- Resources, Planning, and Institutional Effectiveness

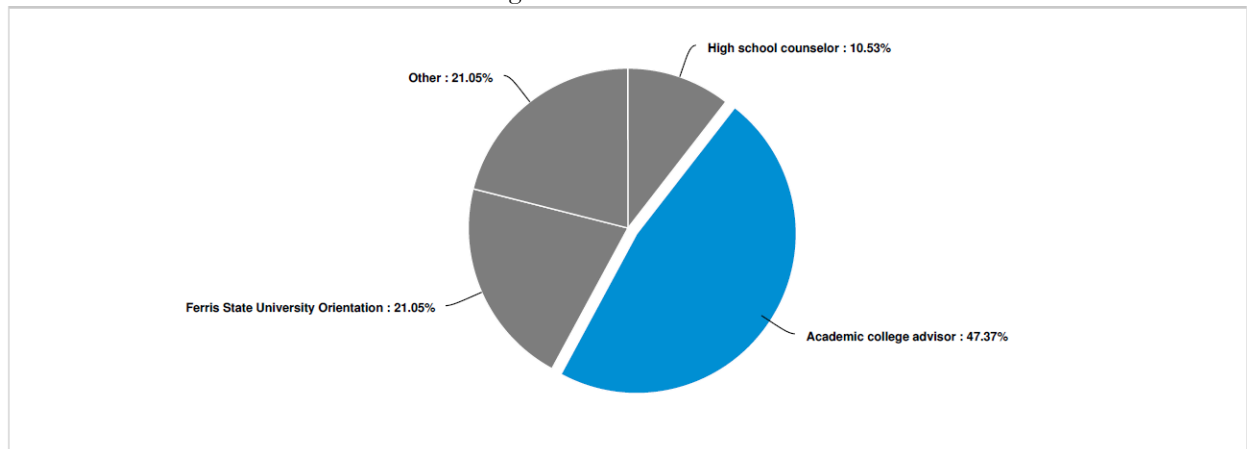
Assessment Results:

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

The survey was sent to 172 students who took the CLEP[®] test over the past year (June 2017 to June 2018), with an 11% response rate. Overall, 89% of the respondents were satisfied with the service they received from our Testing Office. The majority of students, 58%, registered online, 32% registered by phone, and 10% registered by walking into the office.

Answer	Count	Percent	20%	40%	60%	80%	100%
Online	11	57.89%					
Phone Call	6	31.58%					
Walk-In	2	10.53%					
Total	19	100 %					

When asked where they heard about CLEP[®], 47% students stated that they heard through their academic college advisor, 21% stated that it was during Ferris Orientation, 21% stated “other,” and 11% stated that it was from their high school counselor.



When asked to rate the importance on the reasons regarding their decision to take the CLEP® test, their top two responses, rated as “very important” were “Saving Money on Credits” and “Reducing Loan Debt.” Their next most popular responses, all rated “somewhat important,” were “Didn’t want to take courses with material already familiar with,” “Graduate quicker,” and “Ability to take higher level courses sooner.”

Question	Count	Score	Very Unimportant	Somewhat Unimportant	Neither Unimportant nor Important	Somewhat Important	Very Important
Saving money on credits	19	4.47					
Reducing loan debt	18	4.44					
Ability to take higher level courses sooner	18	3.56					
Didn't want to take courses with material already familiar with	19	4.11					
Graduate quicker	19	3.63					
Increased prestige	18	2.33					
Average		3.76					
Saving money on credits							

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?*

Overall, students seemed to be very happy that they can save money and time by taking advantage of the CLEP® testing program. There were some great suggestions for improvement that we will implement - one being adding the physical location of the Testing Office to the registration confirmation messaging. We will also administer this same survey immediately after students take the test and are waiting for their results to print. This will allow us to gather more data and insight for future realignment of processes.

Part III: Next Year (2018-2019)

What continuing or new assessment activities are you targeting next year (2018-2019)?

Next year, IR&T would like to focus on each of the following:

- Our first assessment activity will be a comprehensive examination of our website, specifically assessing accessibility compliance and implementation of PDF accessible documents and reports. PDF accessible documents make it possible for users to access, consume, and interact with digital media while maintaining content, message, and purpose. Our goal is to ensure that IR&T content is easy to use for all of our internal and external consumers.

- The other assessment project we will work on is a pilot of Tableau[®] data visualization software. The advantage of this platform is that it enables people to view data in an intuitive format, which promotes understanding. It allows for a variety of data presentation styles with quick creation of graphs, charts, maps, and plots.

Office of Multicultural Student Services (OMSS)

Submitted by: Matt Chaney

Part I: Last Year (2016-2017)

What changes did you make as a result of last year's assessment (2016-2017)?

The Office of Multicultural Student Services (OMSS) implemented online surveys to assess satisfaction and student learning from participants of our cultural programs and initiatives. Additionally, OMSS expanded our department lounge areas to provide more opportunities for student organization programming and for study hours. Lastly, OMSS consolidated programmatic expenses to the best of our abilities in order to create a successful mix of events and initiatives for our diverse student populations and the campus community.

Part II: Current Year (2017-2018)

What are your Assessment Highlights for the current year (2017-2018)?

Assessment Area (1 of 1): Student Participation, Satisfaction, & Student Learning:

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

Our department assessed participant attendance, satisfaction, and student learning for the 2017-2018 academic year. We collected data through a mix of paper surveys and online surveys during fall 2018 and collected only online surveys via OrgSync for spring 2018.

Assessment Category:

Question: What category does your assessment initiative fall under?

The assessment initiatives fell under the following categories:

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

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Criterion Four: Teaching and Learning - Evaluation & Improvement: The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Assessment Results:

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

According to OrgSync data and survey data, there were approximately 3500 participants who attended the 55 events coordinated or co-sponsored by our department. From our post-event survey results, our department was able to refine our understanding of the level of satisfaction and learning from participants. Our department posed the following questions on our post-event survey to measure satisfaction and learning:

- The OMSS event/presentation expanded your understanding of diversity, inclusion, and/or social justice.
- The OMSS event/presentation provided attendees an opportunity to engage with individuals from diverse backgrounds.
- The OMSS event/presentation expanded your level of appreciation of diversity, inclusion and/or social justice.

Overall, participant responses for each question for our events coordinated during the 2017-2018 year was 94-98% positive. Additionally, the qualitative comments from participants were helpful in gauging participant satisfaction and learning of OMSS events. In summary, participants highlighted the importance of having such events on campus, detailed what they learned from guest speakers and presenters, and shared the benefit of intercultural engagement with their peers.

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 department is planning to use the data to aid us in coordinating more impactful programming that enhances student learning.

To decide on what improvements may be needed, our department engages in a programming review at the end of each month. At our staff meetings (both administrative and student), our staff reviews past events, makes recommendations, and chronicles those notes for future planning and coordination. Additionally, for our cultural heritage celebrations that are planned by committee, the committee comes together at the end of the celebration, to review the events, makes recommendations, and they are chronicled for future meetings.

The assessment tool was beneficial and valid for the collection of data. There are pros and cons to electronic surveying, but overall for larger events, online surveying is the best approach in getting responses from participants. For our more intimate group-based events, we still utilize paper surveying.

Our department plans to share what we have learned with the campus community through an electronic student learning impact report, which will be sent out periodically throughout the year. This will also be included on our department's website.

Part III: Next Year (2018-2019)

What continuing or new assessment activities are you targeting next year (2018-2019)?

The OMSS plans to continue to assess our cultural events and initiatives, particularly looking at how those opportunities create intercultural engagement and enhance student learning. A different area or service our department would like to highlight is our one-on-one support services offered to students, and their impact on retention and student development.

Office of Student Conduct (OSC)

Submitted by: Nicholas Campau

Part I: Last Year (2016-2017)

What changes did you make as a result of last year's assessment (2016-2017)?

The 2016-2017 academic year was the Office of Student Conduct's (OSC) first year using a new assessment survey. The responses from that survey reflected that while students felt respected and ultimately changed their behavior, they were struggling to see the impact their actions have on the greater community. During the 2016-2017 academic year, the OSC only administered our assessment survey to students who were held responsible for a policy violation. With the encouragement from the Student Affairs Assessment Committee, we began surveying students who were also held not responsible for violating University policy.

Part II: Current Year (2017-2018)

What are your Assessment Highlights for the current year (2017-2018)?

Assessment Area (1 of 4): Registration Holds:

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

This year, one of our initiatives was to look at the students who have a registration hold placed on their account when they do not complete a sanction. We wanted to gain a better understanding of how many holds were placed in an academic year, what portion of those holds are lifted, and what is happening with the students who did not have their holds lifted this academic year. This academic year, the OSC placed 226 registration holds.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Program Quality Review

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Teaching and Learning: Evaluation and Improvement

Assessment Results:

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

- A registration hold was placed in 29% of the 787 cases where a student was found responsible for violating University policy

- The 226 holds were applied to 121 unique students
- 83 students still have not completed their sanction(s). The top trends of those students were as follows:
 - Being academically dismissed (29)
 - Being suspended or dismissed (17)
 - Withdrawing after, or not returning to the University between the incident occurring and their sanction's due date (12)

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?

Not completing the assigned sanction could serve as an early alert indicative of a student's academic performance. We are engaging in further conversations about how to use this information and with whom to share it, to positively impact a student.

Assessment Area (2 of 4): Health and Safety Compliance:

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

This year we worked with Housing and Residence Life outside of the formal conduct process to create a compliance letter process that addressed a majority of the incidents regarding health and safety/prohibited items. The letters and cases were tracked using our Maxient Database.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Program Quality Review

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Resources, Planning, and Institutional Effectiveness

Assessment Results:

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

- **Concerns were resolved:** 39 of the 42 students receiving a health and safety compliance letter addressed the concern(s) outlined in a timely fashion outside the conduct process.
- **Behavior changed:** 35 of the 42 involved students were not involved in subsequent violations of University policy and none of the 42 students was involved in subsequent health and safety incidents.
- **Saved staff time:** Each formal conduct incident uses approximately 2 hours of University staff time in totality. We estimate that through the compliance letter

process, we reduced the workload by an hour and a half, and saved the University 57 hours in staff time.

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 was our first year using this process beginning the process in late October. Over the course of this year, we have identified small changes to the letters and how they are processed in our database, which will make it easier for students to understand and allow us to pull better analytics. One of the benefits of using this process for the upcoming year will be to have the ability to run reports quickly that tell us what the most common issues/prohibited items are and which specific buildings are most common. In turn, we can utilize this data to inform educational initiatives and campaigns. As we continue to review the Code of Student Community Standards annually, this information will be helpful to inform our conversations around what items are prohibited in the residence halls and whether we need to amend our policies.

Assessment Area (3 of 4): Student Development Following Conduct Conference:

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

This year, we continued to focus our post conduct conference surveys around moral development and student engagement. To increase survey completion rates, we continued to limit our surveys to less than 10 questions. These surveys were typically sent 2-4 weeks following a student's conduct conference, and separate surveys were sent to students held responsible for violating University policy (students who were suspended or dismissed were not surveyed) than those who were found not responsible for violating University policy.

The survey for students found responsible was sent to 763 students, with 126 students completing the survey, giving a response rate of 16.5%. The survey for students found not responsible was sent to 179 students, with 32 students completing the survey, giving a response rate of 17.9%.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Student Learning Outcomes

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Teaching and Learning: Evaluation and Improvement

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?

- **Students felt they were respected:** Students who attended their conduct conference were asked on a scale of 0-100, how much respect was given to their thoughts and feelings. When combining results from both surveys, our average score was 76, with 61 students giving us the top rating for how much respect they felt.
- **Students who are engaged on campus are less likely to be found responsible for a policy violation:** 59% of our students taking the not responsible survey responded that they are involved on campus. Although involved was self-defined, 28% of students indicated that they are extremely involved and 31% indicated they are moderately involved, with only 9% stating they were not involved with anything. Comparatively, of the students who responded to the responsible survey 49% responded that they are extremely involved, 17% moderately involved, 32% moderately involved, and 11% stated they are not involved with anything.
- **Students are reevaluating their priorities more than before:** When asked to rate on a scale of 0-100 how much this incident has made them evaluate their priorities while at Ferris, our average score was 59, with 31 students entering the highest rating they could. Last year's survey responses reflected an average score of 49 with 17 students selecting the highest level they could.

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?

Because students found not responsible for violating University policy indicated higher levels of involvement than those found responsible for a policy violation, we train our case managers to use the conduct conference to help a student reflect on their interests and get connected on campus. While the data gathered from the survey sent to students found not responsible for a policy violation is interesting, we may not continue surveying this group as a majority of the data gathered was consistent with what we ascertained from the students found responsible for a policy violation.

Assessment Area (4 of 4): Conduct Conference Attendance and Letter Retrieval Rates:

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

Late last academic year our database released an update allowing us to send a text message to students (provided they have a cell phone number listed in Banner) when we email them a letter. Toward the end of last year, we began seeing an increase in the timeliness of students retrieving their letters. This trend has continued and has improved our students' experience. On our assessment survey, zero students cited not receiving their letter as a reason for not attending their conduct conference as compared to four who cited that reason last year.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Program Quality Review

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Resources, Planning, and Institutional Effectiveness

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?

- **More students are receiving their letters:** During the 2016-2017 academic year, 80.31% of the letters our office sent were opened. During the 2017-2018 academic year, 84.45% were opened.
- **Students are seeing their letters sooner:** The 2016-2017 academic year's average pick up time for letters was 3.89 days. This year's average has dropped to 1.95 days.
- **More students are attending their conduct conference:** During the 2016-2017 academic year, 24% of students did not attend their conduct conference. During the 2017-2018 academic year, 15% of students did not attend their conduct conference.

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 know students are more attentive to the text messages they are receiving vs. the emails being sent to them. In addition to the text message notification for the emails we send, we have the ability to send a one-way text message to the student's number on file. It may be worth exploring whether or not that is a tool we can harness to improve our efforts in reaching students.

Part III: Next Year (2018-2019)

What continuing or new assessment activities are you targeting next year (2018-2019)?

For the upcoming year, the Office of Student Conduct will engage in a self-study of our operations and policies. We plan to utilize the Council for the Advancement of Standards in Higher Education (CAS) as a benchmark to compare ourselves to.

Registrar's Office

Submitted by: Elise Gramza

Part I: Last Year (2016-2017)

What changes did you make as a result of last year's assessment (2016-2017)?

We have successfully implemented the following WorkFlows (WF): Total Withdrawals, Academic Dismissals and Reinstates, and most recently Schedule Adjustments (add, drop, withdrawals after 4th day). As we use these new processes, we are finding new elements we need to consider for each and making any necessary changes in development. Of the processes implemented, we have seen a decrease in the amount of time each takes and have received positive feedback of some of the new features of the WF. We continue to develop new ideas that could benefit from a WorkFlow and improve services provided by the Registrar's Office.

Part II: Current Year (2017-2018)

What are your Assessment Highlights for the current year (2017-2018)?

Assessment Area (1 of 1): Preferred First Name:

Question: What are you assessing?

For several years, we have been advocating for a Preferred First Name (PFN) policy and technical implementation. A small workgroup was developed that contained representation of several stakeholder groups including Enrollment Services, Student Financial Services, HR, and ITS. Regular meetings took place for about a year that collected information, took action, researched solutions, developed policy language, and then reconnected. The workgroup developed a PFN policy that was subsequently approved by President's Council. After evaluating the policy, several steps were taken to assess how we needed to implement the use of PFN. These planning and action steps were developed and fleshed out through the continued meetings with the stakeholder workgroup.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Staff/Customer Satisfaction
- Retention (long term)

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Integrity - Ethical and Responsible Conduct

Assessment Results:

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

After the policy was approved, we had to have the infrastructure in place to actuate the policy. It was a continued effort to coordinate the several areas necessary to implement the PFN and navigate the obstacles. We considered the following elements during implementation, each of which had the subsequent outcomes:

- Technical capabilities
 - A decision on the best technical solution was decided upon and a small group worked on the deployment, testing, and eventual launching the use of PFN. This involved obtaining code from Eastern Michigan University, altering it to fit our system and seeking approval to make baseline modifications to Banner.
- Reach of the policy
 - The policy language that was approved included all Ferris community members, students, staff and faculty. Therefore, a consistent way of marking the requestor with the PFN in Banner needed to be developed for both students and staff. However, the location of the information displayed, and how it was requested needed to be considered differently.
- Best practices of other schools
 - Many other schools rolled out PFN as much as their technical capabilities allowed and Ferris has taken that same stance. We are unfortunately unable to offer the PFN in some important locations, like Blackboard. While this is an important interface for student use, we decided that being upfront with such a “roll out” plan would be better than not having PFN in use until all systems were on board.
- Stakeholders across the University
 - The use of names for the Ferris community is far reaching for many business practices across the University. Just prior to the launch, a group of high level stakeholders were brought together to ensure everyone knew of the changes and were able to consider implications, provide feedback, and communicate to those necessary in connected areas.
- Trainings and Communication
 - We developed a website for PFN that communicates the policy, provides a form for a request, and a FAQ page we feel best communicates the intentions and reach of the PFN policy. In addition, due to the inability to launch PFN in all systems, staff met personally with each student who requested a PFN so they were informed of all the aspects of declaring a PFN. Unfortunately, despite efforts, there was a gap in the communication making the launch of PFN unknown to certain staff and faculty at the University who use names for their business processes. Therefore, a training is currently being developed in conjunction with the LGBTQ+ Center in order to better educate and inform staff and faculty about the PFN use that is now taking place.

Explore Possible Actions Based on Assessment:

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

We need to continue to advance the technical reach of the PFN policy, including expanding the usability of PFN, and expanding the policy's reach for designation of pronouns. This will take continued collaboration with IT, HR, and many other areas at the University. We plan to utilize the expertise and reach of the Student Affairs Diversity Committee and the LGBTQ+ Center for our continued efforts.

Part III: Next Year (2018-2019)

What continuing or new assessment activities are you targeting next year (2018-2019)?

Next year the Registrar's Office would like to assess each of the Academic Affairs Policies that guide our work to find if there are gaps that need to be addressed, updated, revised etc. Just some examples of such are:

UNDERGRADUATE ACADEMIC PROBATION/ACADEMIC PROBATION WARNING:

https://ferris.edu/HTMLS/administration/academicaffairs/Forms_Policies/Documents/Policy_Letters/AA-Academic-Probation.pdf

ACADEMIC WITHDRAWAL FROM THE UNIVERSITY

https://ferris.edu/HTMLS/administration/academicaffairs/Forms_Policies/Documents/Policy_Letters/AA-Academic-Withdrawal.pdf

REPEATING UNDERGRADUATE COURSES

https://ferris.edu/HTMLS/administration/academicaffairs/Forms_Policies/Documents/Policy_Letters/AA-Repeating-Undergrad-Course.pdf

DEANS LIST https://ferris.edu/admissions/registrar/deans_list.htm

MANAGEMENT AND USE OF UNIVERSITY INSTRUCTIONAL SPACES

https://ferris.edu/HTMLS/administration/academicaffairs/Forms_Policies/Documents/Policy_Letters/AA-Management-and-Use-Instructional-Space.pdf

Title IX

Submitted by: Kevin Carmody

Part I: Last Year (2016-2017)

What changes did you make as a result of last year's assessment (2016-2017)?

Last year, we assessed the persistence of complainants in Title IX cases. In our review, we discovered that complainants in Title IX cases had a persistence rate of 69.23%, which was significantly lower than the overall population. Additionally, there was a significant decrease in the GPA of complainants the semester following a disclosure compared with that individual's previous semester. One observation was that those students who went to an intake meeting persisted at higher rates than those who did not attend this meeting. As a result of this information, the Title IX Coordinator was more persistent with outreach in scheduling intake meetings. As a result, only 14 of the 88 reports (15.9%) did not have an intake. This is significantly improved from previous years (38.46% having no intake). Additionally, the Title IX Coordinator added discussion of further academic supports in these intake meetings, including making referrals to the Academic Support Center.

Part II: Current Year (2017-2018)

What are your Assessment Highlights for the current year (2017-2018)?

Assessment Area (1 of 1): Campus Climate Survey Response:

Question: What are you assessing?

The Title IX Office is designated by the University to oversee compliance with federal requirements under Title IX. This includes coordinating the University's response to sexual harassment, including sexual violence, stalking, dating violence, and domestic violence. While not mandated, the White House has strongly encouraged universities to employ a Campus Climate Survey in order to best understand the scope of the issue of relationship violence and sexual violence experienced by our students. Previously, Ferris State University implemented a Climate Survey in the Spring of 2016, yielding 632 respondents. For 2018, we focused on increasing participation, as well as looking at follow up questions of those who reported sexual misconduct. This assessment will look at the overall responses and reported rates of victimization, as well as in what year those reported experiences occurred, the relationship to who reportedly committed the misconduct, and who the individuals reportedly experiencing sexual misconduct disclosed their experience to. Additionally, as new categories for gender expression were added to the demographic information, attention was paid to any interaction between responses and gender.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Student Learning Outcomes

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Resources, Planning, and Institutional Effectiveness - The Campus Climate Survey provides vital information on the experiences of our students to better inform prevention initiatives, as well as to determine the perceived effectiveness of the University's ability to respond to concerns of sexual misconduct and relationship abuse.

Assessment Results:

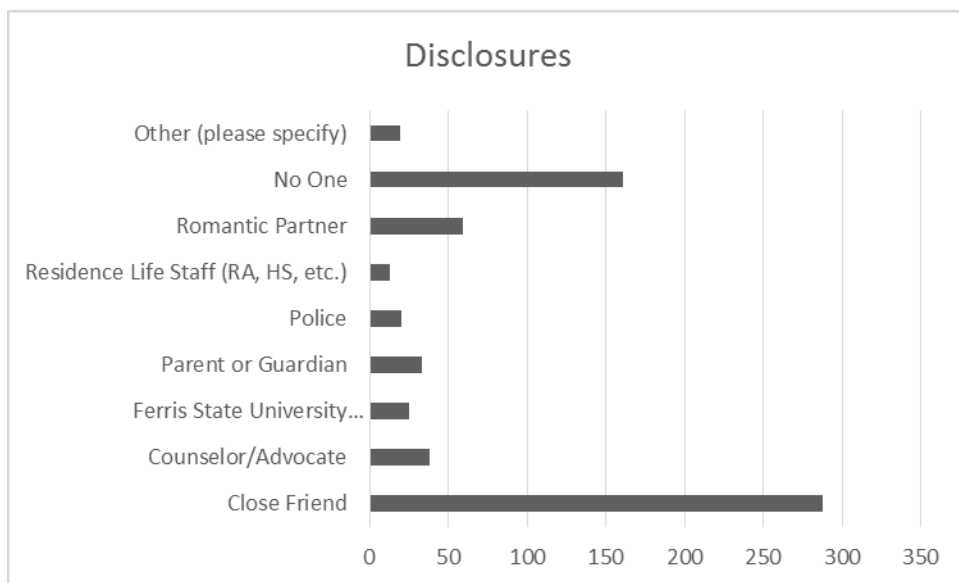
Question: What did you (or your students) learn as a result of what you assessed?

In total, 1,518 individuals engaged with the Campus Climate Survey. All enrolled students at Ferris State University were sent an email invitation to complete the program. These emails included a link that would take participants to the survey. A \$5 gift card to Starbucks was used as an incentive for anyone who completed the survey by February 23, 2018. Targeted messaging was also sent out from the Dean of Student Life, and information specific to students at Kendall College of Art and Design (KCAD). Follow up advertisement went out via social media on the Title IX Facebook, Instagram, Twitter accounts, and the Ferris State University accounts. The survey closed on March 2, 2018.

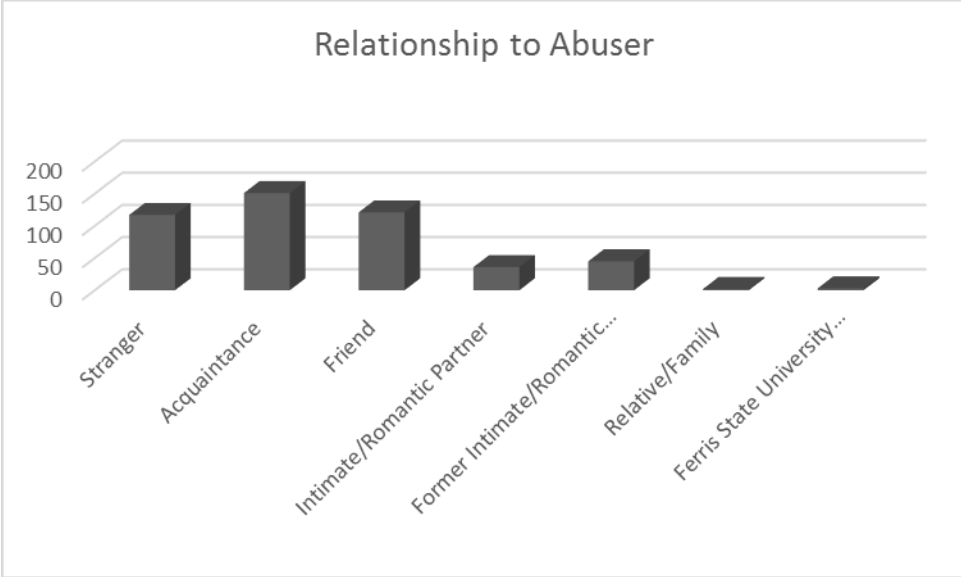
Participation in the 2018 Campus Climate Survey represents a 240% increase over participation in the 2016 Campus Climate Survey. It is difficult to gauge what had the largest impact on participation. One element is the incentive of a Starbucks gift card to anyone who completed the survey. Informal conversations with students indicated that this incentive had a profound impact on their motivation to complete the survey. Additionally, the delivery method of this incentive allowed students to complete the survey more anonymously than in 2016, which was a noted limitation in the delivery of the 2016 survey. Another element that impacted participation in the survey was a high profile case from Michigan State University, which helped to raise awareness of the issue of gender-based violence in the campus population.

Of the 1,518 individuals who completed the survey, 259 (17.1%) reported experiencing unwanted sexual behavior since attending Ferris State University. A disproportionate amount of those who reported experiencing unwanted sexual behavior was women (220; 20.7%). Though incidence remains high, this percentage is lower than what was reported in 2016 (20.7% overall; 26.4% who identified as women). A smaller number of men (35; 8.4%) reported experiencing unwanted sexual behavior. In all, these numbers remain consistent with national statistics on sexual violence (Cantor, et al., 2015). Additionally, students who reported having experienced unwanted sexual behavior were asked if the reported behavior had occurred on one occasion or on multiple occasions.

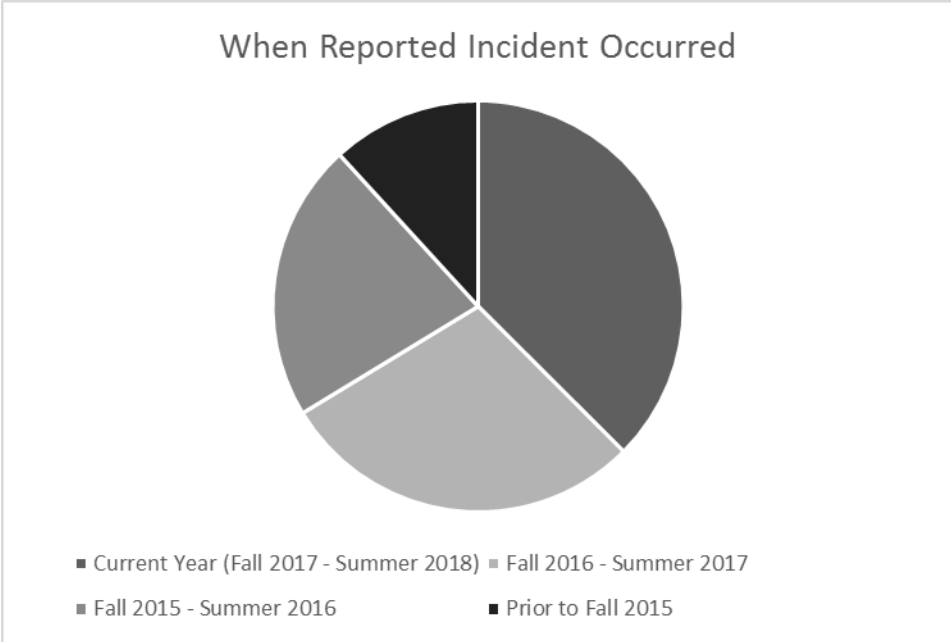
Respondents who reported experiencing unwanted sexual behavior were then asked a series of follow up questions. One of these questions asked with whom that respondent had shared their experience of unwanted sexual behavior. The largest response was that of a Close Friend (60.0%). The next highest rank was No One (29.8%). From there, other categories dropped off with Romantic Partner (12.3%), Counselor/Advocate (7.9%), Parent or Guardian (6.9%), and finally Ferris State University Faculty/Staff/Administrator (5.2%). This low percentage of individuals who report to the University matches what is seen in national literature (Cantor, et al., 2015; Fisher, Cullen, & Turner, 2001) and creates significant barriers to effectively addressing incidents of sexual misconduct.



Another follow up asked those who reported unwanted sexual experiences to describe the relationship they had with their abuser. National data suggests that on college and university campuses, a vast majority of survivors of sexual assault know their assailant (Cantor, et al, 2015). In this survey, 75.4% of those who reported experiencing unwanted sexual behaviors reported knowing their assailant, with the highest category being Acquaintance (31.8%). The second highest category was Friend (25.5%). Those who reported Stranger assailants came in third with 24.6% of respondents. This figure is higher than what is reported in the national literature, but still demonstrates that a large number of those who experience unwanted sexual behavior do so at the hands of someone who is known to them.



A third follow up question asked the year in which the incident occurred. While there was representation across the four options presented, more than one third (37.5%) of respondents stated that their experience had occurred in the 2017-2018 academic year. This represents 178 people, and 11.7% of all respondents reporting that they had experienced unwanted sexual behavior in the current academic year. This demonstrates profoundly both the scope of unwanted sexual behavior on this campus, as well as the rate that these experiences go unreported to campus officials.



Explore Possible Actions Based on Assessment:

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

Given the underreporting of sexual assault on campus, as well as the information that a majority of those who experience sexual assault will report to a peer, more programming should be developed to assist these peers in being able to help in these situations. Additionally, a peer advocacy model could be explored to further create an outlet for those who experience unwanted sexual behavior. Lastly, continued and further investment in prevention initiatives are vital for keeping students safe during their tenure at Ferris State University.

Part III: Next Year (2018-2019)

What continuing or new assessment activities are you targeting next year (2018-2019)?

In light of new legislation that requires Michigan institutions to provide in-person prevention to enrolled freshmen, and incoming transfer students, next year's assessment plan should focus on the effectiveness of any such initiatives at impacting attitudes, and reported intention to intervene if they see someone potentially committing a sexual assault. The Bystander Attitudes (Banyard et al, 2007), Bystander Behaviors (Banyard et al, 2007), and the Bystander Efficacy Scale (Banyard et al, 2007) are the premiere instruments to measure such attitudes and reported behavior changes, and can be implemented in person, or electronically. Additionally, a survey looking at how students would respond to a disclosure of sexual assault would provide vital insight into the culture that survivors of sexual assault may experience.

University Center

Submitted by: Mark Schuelke

Part I: Last Year (2016-2017)

What changes did you make as a result of last year's assessment (2016-2017)?

During last year's student staff training, we focused on emergency preparedness and handling difficult situations.

We put together a quick reference chart for the students to use and placed them at all of our desk operations. In addition, because we meet with our student managers and set up staff every other week, we decided to pick one of the procedures and discuss the action steps of what we would do. This was a way to make sure we kept them informed and that they were ready to execute the procedures when needed.

Part II: Current Year (2017-2018)

What are your Assessment Highlights for the current year (2017-2018)?

Assessment Area (1 of 1): Conference Room Reservation Process:

Question: What are you assessing?

The University Center assessed the conference room reservation process.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Criterion Four, Evaluation and Improvement

Assessment Results:

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

The following questions were a part of the assessment:

- Were you able to use the online reservation system to create your event?
 - 84% were able to start and finish the request online
 - 9% started but needed to call the University Center Staff for assistance.
- Were you able to get your first choice of dates?
 - 93% responded that the date was available or were able to get an alternate date.

- How would you rate the overall experience at the University Center?
 - 91% of the customers were satisfied

Positive feedback from the assessment included:

- There is a need for more space. The ballroom space books up at least a year in advance.
- Overall, the UC is a nice space to host events, and students enjoy attending.
- I appreciated having the students at the help desk available for the unknown issues that arise.

Feedback in regards to challenges for the University Center staff include:

- Sometimes the staff is excellent and other times they seem frustrated if any changes are requested to room set up, etc.
- Event staff is usually available if things go wrong but having someone there on a more timely basis would be nice. It would also be nice to have someone available when a presenter is setting up to confirm that all equipment and AV equipment is operating well.

Explore Possible Actions Based on Assessment:

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

We will update our training and include communication with our staff about meeting with the main presenter to insure their audio-visual equipment is in proper working order. We will focus on the event space activities as a high priority for providing timely customer service.

We have purchased a room diagram software package that will allow us to provide the customer a visual aid of how their reserved space will be set up.

Part III: Next Year (2018-2019)

What continuing or new assessment activities are you targeting next year (2018-2019)?

The University Center will continue to assess our conference services and student training.

University Recreation

Submitted by: Cindy Horn

Part I: Last Year (2016-2017)

What changes did you make as a result of last year's assessment (2016-2017)?

Last year we explored transferrable skills and the ability to articulate these skills as a result of student employment with UREC. This year we have empowered and supported our student staff leaders in developing staff training for the upcoming year. This has allowed for engagement and thoughtful discussion in regards to the training needs of our staff, and how to meet those needs. As a result, UREC has a new student staff-training program, which will be implemented fall 2018.

Part II: Current Year (2017-2018)

What are your Assessment Highlights for the current year (2017-2018)?

Assessment Area (1 of 1): Outdoor Nation (ON):

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

We focused on engaging the campus community (students, alumni, faculty/staff, and community members) in the outdoors by participating in Outdoor Nation (ON), which was a nationwide, 6-week college challenge. The challenge used a social media platform (app) to report outdoor activities, upload participation photos, and track progress in the competition (individually and as a group). The data came from participants self-reporting outdoor activities through this app.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Teaching and Learning - Quality, Resources, and Support

Assessment Results:

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

From our assessment efforts, we learned the following:

- Ferris participants reported 2,344 outdoor activities during the 6-week challenge (fall 2018).
- Ferris participants reported engaging in 368 *organized and coordinated* activities (planned events such as scavenger hunts, haunted corn maze, hiking, yoga, etc.).
- Ferris participants reported in engaging in an additional 976 activities, *not organized/coordinated* through ON (biking, bird watching, disc golf, camping, etc.).

The Outdoor Nation report can be found here: <https://ferris.edu/HTMLS/studentlife/u-rec/pdfs-docs/ON2017Report.pdf>.

Explore Possible Actions Based on Assessment:

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

UREC will continue to develop and provide organized outdoor activities (hikes, day trips, etc.); provide opportunities to develop skills through educational clinics (climbing, swimming, knot tying, gear assessment, etc.); and provide resources for self-driven activities such as outdoor equipment gear rental, trail maps, and resources guides. We have found that:

- Providing *organized* activities helps to incentivize participation through gear prizes.
- Supporting participation in *non-organized* recreation is an *opportunity* to reach more participants.
- There is value in providing both coordinated/planned activities and supporting self-driven activities to increase engagement with the outdoors.

Part III: Next Year (2018-2019)

What continuing or new assessment activities are you targeting next year (2018-2019)?

We will continue to assess Ferris community engagement with the outdoors by tracking use of outdoor equipment gear rental and engagement with the outdoors through organized/coordinated and self-directed activities.

We will also continue to assess UREC student staff training/development leaning and transferrable skills.