FERRIS STATE UNIVERSITY

DIVISION OF STUDENT AFFAIRS

2018-2019 Assessment Highlights

August 1, 2019

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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 and three main assessment goals.

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

Student Affairs Assessment Goals:

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

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 institution plans for the future.

The following are highlights of the assessment initiatives from the Division of Student Affairs for the 2018-2019 academic year:

Admissions (Orientation & Student Events)

Part I: Last Year (2017-2018)

What changes did you make as a result of last year's assessment (2017-2018)?

As a result of last year's assessment, Dawg Days remained similar in format to years prior. However, as a result from continued collaboration with Academics, the event schedule for the Admitted Student Open House (ASOH) was modified. The schedule altered from10:00am - 2:30pm to 9:00am - 1:30pm. This is similar to the start time of Dawg Days, but most importantly, allowed the colleges' involvement by providing tours of academic facilities, in addition to maintaining opportunities for guests to learn about nonacademic departments.

Orientation results came in strong; however, we continuously search for areas to make improvements. Improvements included minor schedule changes resulting in smoother transitions between break-out sessions, a minor reduction in presentation time which allowed more time for the check-in process, and most notably an enhancement in student engagement, made by modifying the student break-out sessions. The goal of the activities during the breakout sessions is to connect students with one another. With this in mind, we kept a few of the most popular activities and completely overhauled one activity by replacing it with a new, more energetic game that upheld the same learning outcomes. We were also able to recruit new orientation leaders who were equally as energetic, and modify our training schedule based on the large volume of returning staff. Another improvement to Orientation is the live operation of an advantage design group (ADG), an online orientation system which helps familiarize incoming students by relaying information beyond what a day on campus looks like.

In regards to the subscription service, we replaced the polymailer, and we reduced the number of shipments from 4 months to 1 month, but increased the number of mailings distributed. The reduced shipping costs allowed us to create a higher impact product, complete with all the gifts from before (branded socks, hats, laundry bags, decals), shipped inside a branded Ferris welcome box that could be used as a high school graduation card box. The box also included a letter and red crinkle paper.

Part II: Current Year (2018-2019)

What are your Assessment Highlights for the current year (2018-2019)?

<u>Assessment Area (1 of 3): Admitted Student Open House:</u>

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

We assessed the Admitted Student Open House and Dawg Days visitation programs on campus. This data was collected via emailing surveys to the students who attended the events, and asking for feedback in regards to their experience. The average completed response rate for the surveys was 32.36% of attendees- we received 356 completed surveys of the 1100 emailed (a 2.73% increase in response rate from last year).

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- This event series had 312 students and 841 total attendees (including guests) across the two events, which was hosted on our main campus in the University Center. This is 51 students (19.54%) and 162 total attendees (23.86%) more than we had during the 2018 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 312 students that attended the event, 239 students (76.60%) attended orientation this summer, which is a 0.74% increase from the same metric last year.

   Dawg Days- This event series had 769 students and 1888 total attendees (including guests) across the five events hosted on main campus in the University Center in 2018/2019. This is an increase of 219 students (39.82%) and 556 total attendees (41.74%) compared to the 2017-2018 event series.

2) **Customer Satisfaction-**

   Admitted Student Open House- On a scale of 1 (poor) to 5 (outstanding) on average for the sessions, this on-campus event had an overall satisfaction rating of 4.44 in comparison to 4.46 in 2018.

Students rated their likelihood to attend Ferris on a scale from 1 (unlikely) to 5 (I'm a Bulldog!) at 4.72, which is comparable to last year's rating of 4.77; however, less than the 4.88 rating two years ago. One hypothesis for this could be that students are examining more schools before making a decision, as is supported by student stories, increased attendance despite smaller graduating classes, and the continuous decline in certainty that students have about attending after visiting. Another metric we use for customer satisfaction is the Net Promoter score. The score is based on a scale of 0 to 100, which indicates how likely guests are to speak positively about their experience and recommend Ferris. This season, the Admitted Student Open House scored a 63. Last year the score was slightly lower with a 58, which shows improvement in programming.

Dawg Days- These events for fall 2018 and spring 2019 semesters have maintained quality satisfaction ratings for each element. On a scale of 1 (disagree) to 5 (agree), the students' ratings ranged from 4.1 to 4.8, when asked about each facet of the visit, inclusive of check-in, speaking with departments, presentations, lunch, and tours. This is comparable to last season. Guests who had not already applied were asked how likely they were to apply after the event. Using the same scale, the average response was 4.28, which is .22 lower than last season, but .13 higher than the season prior. The average score for how likely they are to attend is 4.25, a .03 increase. Using the Net Promoter score, Dawg Days scored a 62 (up 12) for fall and 26 (down 13) for spring. In comparison to last year, Fall 2018 had 70% promoters (score 9-10), 22% passive (score 7-8), and 8% detractors (score 6 or less). Spring 2019 had 44% promoters (score 9-10), 38% passive (score 7-8) and 18% detractors (score 6 or less).

Explore Possible Actions Based on Assessment:

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

Based on this assessment, Admitted Student Open Houses remain very strong, and Dawg Days thrived with attendance. Admitted Student Open Houses and fall Dawg Days remain stable and we will continue to use the same format. The spring Dawg Days; however, are in need of improvement as the promoter scores have fallen to low levels. In reviewing the student demographic attending the spring Dawg Days events, I recommend changing the focus towards high school juniors instead of seniors, and by changing the presentation programming model to establish more connections during the event. Brainstorming and collaboration will need to occur to make this possible.

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, as well as modified the schedule and welcome presentation. Satisfaction data is received from an online post-attendance survey emailed to the student. This year, out of the 2030 students who attended, 399 students completed the survey (19.66%), which is a 5.86% decrease in response from last year.

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
- 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 2030 students attend an on-campus orientation session. This is 32 students more than the 1998 that attended in 2018. Once fourth day count occurs, we will know how our total online orientation and late orientation participation impact total on-campus enrollment. Online orientation is available only to transfer students with more than 20 transferrable credits and two semesters at another institution post high-school, but can be used by anyone as a resource to learn more about the campus. Additionally, late orientation registration is currently in progress.

2) **Customer Satisfaction-** Overall, comparison between Orientation 2018 and Orientation 2019 stayed consistent in feedback with regards to the check-in, welcome presentation, lunch, break-out sessions, college meetings, and how likely students are to attend Ferris. We updated presentations and made improvements toward the interactions between orientation leaders and incoming students, which is necessary in maintaining positive orientation experiences.

   Orientation also used the Net Promoter score as a metric in scoring customer satisfaction. The Net Promoter score is on a scale of 0 to 100 to indicate how likely guests are to speak positively about their experience and recommend Ferris. This year, orientation scored a 67. This is a slight increase from last year's score of 66 and the year prior's score of 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. Additionally, this year by changing the Retention & Student Success nametags to say, "General Studies," we did not receive any negative comments. In past years, students shared their dislike of the nametags, and stated feeling uncomfortable without having one that says "College of…"

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 I would like to gather feedback from the orientation survey, specifically about students' interactions with orientation leaders. This would allow us to obtain quantified results instead of qualitative data only.

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

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

This year, we renewed the Subscription Box Mailing Service, an initiative that is meant to engage accepted students, prior to attending orientation. In mid-January, we sent an email to our accepted students, inviting them to participate in the Subscription Box mailing service. This service was free of charge to the student, and they received a subscription box in March. The gifts are outlined below:

- A branded Ferris mailer box, reusable for graduation cards during a high school graduation party
- A Ferris State laundry bag
- A Ferris knit hat
- A set of Bulldog socks
- A University decal
- A letter from the Dean of Enrollment Services and Director of Orientation welcoming them to campus and highlighting the items in the gift box.

After students received the gifts, we sent an email survey to the students to get their feedback on the program. This also was used as a reminder to students to sign 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 973 students receive the subscription box, of which 887 students opted in to receive their free monthly surprise gifts. The remaining 86 students received the box in an effort to sway their decision toward Ferris (improve yield) due to a survey result indicating they 'may plan on attending the university' (51) or 'plan on attending' (35).

   Of these 973 students, 563 (57.86%) signed up for orientation, a 5.0% decrease from last year. In further review, 493 (52.17%) students in this pool attended orientation, a 3.66% decrease from last year. Interestingly, out of the 493 people who attended an orientation session, 319 (64.71 64.89%) also attended a campus visit at one point in time, a 0.18% decrease from last year.

2) **Customer Satisfaction-** We sent out an email survey to 869 subscription recipients. Of these, 360 (41.42%) students completed the survey, a 17.85% increase from last year. The students were asked to rate the gifts they received on a scale of 1 (poor) to 5 (outstanding). The ratings are as follows:

   - Initial Impression of the Box used for the mailing- 4.76 out of 5
   - Decal- 3.96 out of 5
   - Socks- 4.43 out of 5 (0.14 increase from 2018)
   - Laundry Bag- 4.17 out of 5 (0.31 increase from 2018)
   - Knit Hat- 4.80 out of 5 (0.03 increase from 2018)
   - Overall, how much did you enjoy the subscription service- 4.74 out of 5 (0.13 increase from 2018)
   - How likely are you to attend Ferris- 4.45 out of 5 (0.05 decrease from 2018)

   When looking at the qualitative feedback, there were some very emotional and extremely positive comments given about what a great experience it was, and how it made students excited to come to campus.

   Perceptually, it could be hypothesized that the improved mailing box presentation led to perceiving each item slightly better than the year prior. When evaluating the rating decrease in 'how likely are you to attend Ferris,' it is important to note that last year nearly 9% of recipients had cancelled their admission by the time surveys went out, following 4 months of gifts. This year, all students were surveyed before application cancellations could

occur. This helps explain the slight decrease in rating, as last year's score may have been skewed due to having already 'lost' some students.

Explore Possible Actions Based on Assessment:

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

By reducing to one higher impact shipment, we were able to reduce the overall cost per student and increase the number of recipients within a similar budget. Despite improved customer satisfaction results this year, there was not an increase in effectiveness in regards to attending orientation or the likelihood to attend Ferris. We essentially remained flat. While this initiative is expensive at a cost of $24.38 per student, it still may be beneficial in recruiting students in this challenging landscape for higher education.

Part III: Next Year (2019-2020)

What continuing or new assessment activities are you targeting next year (2019-2020)?

Moving forward, we are looking at continuing assessments for visitation programs, orientation, and potential new or modified initiatives including the subscription service, advantage design group online orientation, or campaigns involving orientation leaders throughout the academic year.

Admissions (Process & Recruitment)

Part I: Last Year (2017-2018)

What changes did you make as a result of last year's assessment (2017-2018)?

We continued to monitor the Crimson & Gold program for the entering freshman class of 2019. The impact it has had over the course of two years has been fruitful and has yielded positive results. It was our hope to expand the program; however, the winter weather impacted the growth resulting in a decline in attendance compared to the first year. Many participants cancelled, citing it was too cold, or because they were not able to miss any additional days of high school. Despite the winter blues, the Crimson & Gold program was still a successful visit program, and beginning fall 2019, we will offer the program to any high school seniors who wish to visit. On a scale of 1-5, with 5 being most satisfactory, the results from the spring 2019 survey revealed a 4.6 rating in student satisfaction of the overall visit. Compared to last year, there was a slight rating increase from 4.28 to 4.4 when students were asked about their overall enjoyment of attending a class. The program was recognized by the university and won the distinguished team award in 2019. The Crimson & Gold program proves to be an impactful experience that helps build relationships between current and future students, as well as shapes pathways for future students at Ferris State University.

Last year we sought to take a more critical look at the admittance for students who were on the margin for admission standards. This year we withheld rejection until later in the admission cycle. We requested semester grades for 7th and 8th grade years, as well as updated test scores from our applicants, as a way to see that students would follow through. We had many students who did not fulfill the request; however, had several others who did and were admitted. We will continue this effort from here forward.

Part II: Current Year (2018-2019)

What are your Assessment Highlights for the current year (2018-2019)?

Assessment Area (1 of 1): The Ferris Option: A Test Optional Pilot:

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

This year we assessed a test-optional pilot program initiative, The Ferris Option. Over the past five years, we have noticed a change in the landscape of higher education regarding the persistence of students based on test scores and grade point average. There has been a nationally growing trend of universities reviewing students' achievements beyond test scores. Tests scores have some merit, but years of research by schools such as Kalamazoo College and DePaul, have also presented successful students who were admitted based on GPA and a series of non-cognitive questions.

With the decline in freshman enrollment, it is imperative for Ferris State University to look for new and innovative ways in helping students accomplish the goal of degree attainment. In researching other institutions, we found numerous institutions that offer a version of a test optional initiative, where a student can apply based solely on course offerings and grade point average. Although this is one way to offer the pilot, the admissions office determined to include the non-cognitive questions as it allowed us insight into the student's academic and personal life. Similarly, in the mid 1900's, we offered an open enrollment campus, but the Ferris Option is different in that there are still requirements of a minimum 3. 0 GPA, and answering the six questions. Once they arrive at orientation, if a score is not on file, the student is required to take the Accuplacer for course placement. Though many students sent their SAT/ACR scores to Ferris, this did not impact their admissions decision. Our founder, Woodbridge Ferris, firmly believed that every person deserved an opportunity, and the Ferris Option lives up to that motto.

The program is only eligible to admit first time college students (FTIAC) who are looking to enroll in the upcoming Fall semester. Our goal with this initiative is to allow a student admittance to Ferris State University built on the courses taken in high school, grade point average, and a series of six non-cognitive questions. Test scores did not factor into a student's admission decision. We want our students to be diverse, and as an institution, we want to be inclusive to all students.

This program required collaboration with various areas of the campus community, but primarily amongst Academic and Student Affairs, and required readiness for implementation beginning with the fall 2019 incoming class. The development of the committee that worked on the project began in June 2018. There were numerous participants in Enrollment Services working on all forms of communication, making changes to the application, building a matrix, and marketing the program. Ferris Option was promoted to students on the website with a test option fact sheet, by communicating to Statewide Promoting the Publics counselors (counselors across the state), as well as through national outlets including NACAC List Serv, Fairtest.org, and the Inside Higher Education publication.

Working with faculty members in the College of Arts & Sciences, we were able to utilize their expertise to form a committee of university professionals that assisted in determining admissions of a student based on the test optional information presented. With the help of the directors of Student Affairs, we also were able to admit many students directly into their program of choice. For students who we were not able to place, it was due to placement constraints working directly with the INST-AA (Integrated Studies-Associate of Arts) program. Once a student was admitted test optional, we set up a cohort code in banner which allowed us to identify information regarding the student's persistence over time at Ferris, with the hope of degree attainment within 4-6 years.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation/Capacity Management

- 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 October 2018, we went live with our Ferris Option Pilot program.

Applied:

- 638 students applied to the Ferris Option
- 121 students who applied were not eligible for the Ferris Option (for various reasons: GPA, Poor responses, Opt Out, GED, Homeschool), 70 were Admitted but not as Test Optional
- 269 students started to apply to the Ferris Option but did not complete the application

Admit:

- 158 students were admitted to the Ferris Option
- 51 students were denied admissions

Orientation

- 46 students were admitted to the Ferris Option
- 95 students were accepted but not signed up for Orientation
- 53 total students applied through Orientation sign ups

Student Application Comments:

6 areas of non-cognitive measurements:

Leadership - *I spend a lot of my free time looking after my niece and siblings which gives me plenty of responsibility. I spend the other parts of my week managing at the job I have worked at for two years, training and supervising a crew.*

Creativity - *In my Career Center engineering class, I was put on a project to make bus stairs for kids to practice getting on and off a bus. This was for handicapped kids so I had to make sure there was nothing they*

could hurt themselves on. I came up with the idea of making two different kinds of stairs one of them was normal striped stairs and the other one had little bumps on the stairs. It would help the kids figure out where they were on the stairs.

Dealing with Adversity - *The most significant challenge I have faced is dealing with my home and emotional problems. My mother is unfortunately an alcoholic and I have suffered through many emotionally scarring events in the past years. My junior year, I unfortunately found my mom the three times she attempted to commit suicide. She has recently left my life and is on her own as of now. My father currently is the only figure that supports my siblings and me. I have sought help for my anxiety and depression. I have been on medications to help regulate my emotions and I have also been working out my problems with a therapist. These are the steps I have taken within a year to overcome my challenges.*

Community Service - *Some things I have done are volunteering at the Calhoun county animal shelter; walking dogs and helping clean the shelter to make sure they have the best opportunity to get adopted. I have helped the Lions Club with their yearly harvest dinner. The biggest difference I made in my community is joining Link Crew at Olivet. Link Crew is a group of juniors and seniors that give advice and help incoming freshman, new students, or students that just need a little help. This program has made a difference in so many lives. I think it affects the students around that see what we are doing. It may encourage students to just try to be a better person.*

Handling Systemic Challenges - *In my freshmen year of High School I came out as gay. I was really scared of what people would think, but I was surprised to find that aside from a bit of confusion and shock, and a couple one off comments, everyone was pretty cool or indifferent. I actually found I was bullied less after I came out, and most of what I did receive came from clearly immature under-classmen, whether it was increased maturity on the part of my class, not wanting to be seen as homophobic or just a fluke, I have no idea. Online was a different ball game. I rarely mention my sexuality online, but when I do, it seems to invite stupid comments and remarks. I try my very best to be strong in the face of adversity, and I will offer support to anyone who faces the same regardless of who they are.*

Goals - I *have many goals set for myself. One goal that I have and I plan on exceeding is finishing High School with a GPA above 3.0. My mom couldn't finish high school so I am doing it for her and myself. I am already on track; I am top of my class and I have a 3.4 GPA. I am in the National Honor Society and I will see myself reach this goal in May 2019.*

Based on the excitement from the admitted students, counselors, parents, and faculty, we are planning to continue the program in order to give more students the opportunity to participate in the Ferris Option.

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 primarily include items we came across this year. One change will be to market and educate counselors with a better understanding of the Ferris Option. The second is

to make sure the application is available in a timely fashion, which would minimize the time needed to enter information into banner manually. Finally, recrafting the Test Optional Pilot question, forcing a response of "Yes to participate." or "No, not to participate." We will continue to improve the processes that proceed with Ferris Option.

Part III: Next Year (2019-2020)

What continuing or new assessment activities are you targeting next year (2019-2020)?

The target for next year is to assess the first year cohort of the test-optional admissions option. Additionally, we will look into the persistence of students admitted into the Integrative Studies-Associate of Arts test optional cohort. Assessment for the next year would include the roll out and implementation of the Ferris Option program.

We would like to assess the impact of the community-based organizations, and its impact on recruitment efforts. Examples would include T2C (Grand Rapids), Impact (Chicago), and Detroit Metro Youth Day (Detroit).

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

Part I: Last Year (2017-2018)

What changes did you make as a result of last year's assessment (2017-2018)?

Birkam Health Center highlighted two areas for assessment last year. The first was Patient Satisfaction. The measurement was taken from the first year of the new Patient Satisfaction Survey, which launched mid-academic year in January 2018 and resulted in 75 responses. The results were overall positive and led us to believe that once a patient walks through the doors of BHC, they will have a positive interaction overall. This is now part of our marketing data. We have also started utilizing this tool to ask students about their personal comfort level, feelings of privacy and respect, as well as utilization of a screening tool to capture any feelings of inappropriate or uncomfortable interactions with medical staff. The second area of assessment was measuring utilization of the Healthy Dog portal for online scheduling. This was also only measured for half of the academic year due to launch in January 2018. We have used the results of 12% overall utilization as a baseline and will measure all future assessments against this. We have begun using the Healthy Dog portal online scheduling option as an answer to the concern about after-hours needs. Most students do not need the emergency room for their symptoms, so having piece of mind of scheduling an appointment after hours is helpful.

Personal Counseling Center highlighted two areas of assessment last year. The first was Client Retention. We concluded that more than half of our clients found their first two sessions engaging enough to continue attendance. We use this data for marketing the receptiveness to counseling. The second area of assessment was Overall Client Utilization. PCC utilization was up 14% from the previous year. We use this data to promote decreasing the stigma against help-seeking behavior and creating a social norming effect.

Birkam Health Center:

Part II: Current Year (2018-2019)

What are your Assessment Highlights for the current year (2018-2019)?

<u>Assessment Area (1 of 2): Online Scheduling:</u>

Question: What are you assessing?

We assessed the utilization of **Online Scheduling** in the Healthy Dog Student Health Portal. This data was collected in Medicat 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 overall utilization.

Assessment Category:

Question: What category does your assessment initiative fall under?

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

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?

We found from our report that 1,110 appointments were made by OnlineSched out of a total 4,378 appointments for the year. This results in a 25% utilization rate, which has more than doubled our previous measurement of 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?

This increase in utilization tells us that our promotion of this service is working. We will continually look for growth in this area as utilization allows for a more efficient workflow at BHC. As utilization increases, we look to expand our services within the portal to include insurance information and more completion of patient intake forms.

Assessment Area (2 of 2): Attention Deficit Disorder (with or without hyperactivity – ADD/ADHD):

Question: What are you assessing?

We assessed the number of students seeking services at BHC for **Attention Deficit Disorder (with or without hyperactivity) (ADD/ADHD);** and comparative data for students seeking services at PCC as well. This data was collected in Medicat EHR using an electronic reporting system which calculates the diagnosis (BHC) as well as the reason for the visit (PCC).

Assessment Category:

Question: What category does your assessment initiative fall under?

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

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

- Teaching and Learning – Quality, Resources, and Support
- Integrity – Ethical and Responsible Conduct

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

We found that at BHC, we provided services to 24 students who were diagnosed with ADD/ADHD resulting in 79 appointments. In comparative data, we found that 13 students were provided services at PCC for ADD/ADHD resulting in 56 appointments. This results in 54% of BHC patients with diagnosis of ADD/ADHD are also receiving services at PCC.

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?

Seeking care for ADD/ADHD is an expensive process. Obtaining an ADD/ADHD assessment in the private healthcare sector can cost upwards of $1000. The assessment done at PCC is done with no charge to the patient. The data showing 13 clients receiving care at no charge has a positive effect on student access. Similarly seeking care at BHC for a lower price than what the private sector may charge, allows for greater access at a lower cost. We plan to promote our ADD/ADHD services to students as a combination of services.

Personal Counseling Center:

<u>Assessment Area (1 of 2): Overall Client Utilization:</u>
Question: What are you assessing?

Overall Client Utilization. We measure this using Medicat EHR and specific reporting systems within the program. We want to measure overall volumes of clients to know our impact across campus.

Assessment Category:
Question: What category does your assessment initiative fall under?

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

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 are continually striving to promote and provide increased access to mental health care at no cost to our students. This growth shows that students are recognizing and utilizing the services at PCC in a positive way.

Dates	AY17 (8/29/16-5/12/17)	AY18 (8/28/17-5/4/18)	**AY19 (8/28/18-5/10/19)**	FY17 (7/01/16-6/30/17)	FY18 (7/1/17-6/30/18)	**FY19 (7/1/18-6/30/19)**
Client Volume	2072	2364	**2979**	2221	2585	**3268**
Change in Year (%)		12% ⬆	**21%** ⬆		14% ⬆	**21%** ⬆

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 positive growth has raised numerous reactions. The access available to students is our striving goal and will continue to be part of our promotion moving forward. We also recognize the high demand for services and the increased instances in mental health on campuses nationally, as well as at Ferris State University. The PCC will implement a new care model, Stepped Care, to address this high demand from our students, beginning in the 2020 academic year.

Assessment Area (2 of 2): Counseling Groups:

Question: What are you assessing?

We assessed participation in newly designed and facilitated **counseling groups**. Data was obtained using Medicat EHR and specific reporting systems within the program.

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?

Two groups were designed for the 2019 academic year and facilitated by two counselors. The first group was specifically for female students and was focused on support, strength building, and specific topics affecting female students. This group ran from October 2018 through November 2018 and had 27 total interactions. The second group was specifically designed for on-campus Resident Assistants (RAs) and focused on support and safe space sharing. The group met weekly for the academic year and had 104 total interactions.

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 purposes of offering group counseling is to increase access to care. If more than one person attends a session, our goal was met. We discovered that we could reach more students with more broad topics. Feedback from the RA group resulted in the desire to continue moving forward as they appreciate the safe space sharing. The entire PCC licensed staff will implement multiple group offerings with more generic topics such as generalized anxiety workshops and depression groups. We plan to expand our group offerings by 20% each year with our new Stepped Care model.

Part III: Next Year (2019-2020)

What continuing or new assessment activities are you targeting next year (2019-2020)?

We will continue to measure utilization of both overall and program-specific offerings as this allows us to measure and adjust as needed.

Birkam Health Center would like to increase participation of the Patient Satisfaction Survey and plan to measure this in the future. We would also like to measure quality of care initiatives, such as sore throat clinical protocol.

Most of our data collection will come from the Personal Counseling Center with the new implementation of the Stepped Care Model in August 2019. We will measure utilization, evaluation of the intake and beginning steps, and more. We will want to ensure that our clinicians are practicing similarly within the new system.

Center for Leadership, Activities and Career Services (CLACS)

Part I: Last Year (2017-2018)

What changes did you make as a result of last year's assessment (2017-2018)?

Use of Handshake - We began using Handshake to record all student career-related appointments. This now allows us to advertise and set goals for student touchpoints with the CLACS Career Center. It also allowed us to easily track and impact retention efforts of students who attended an appointment.

Bulldog Beginnings - The Bulldog Beginnings student survey was updated to include learning outcomes based on outcomes the committee determined were most important. We also reviewed last year's survey results for high attendance programming and comments. This review assisted the planning committee in adding programs that were family friendly, held during the day for commuter students, and showcased resources for more unique students, such as adding a Transfer Center Open House.

Student Community Service - Based on last year's assessment, the CLACS office was able to secure a Social Work Intern. The student in the internship was able to complete a research project more thoroughly reviewing the hours recorded and reflection feedback. The results recommended changes in definitions, submission forms, and recognition, all of which are taking place in the new Bulldog Connect.

Part II: Current Year (2018-2019)

What are your Assessment Highlights for the current year (2018-2019)?

Assessment Area (1 of 3): Fridays at Ferris:

Submitted by Nicholas Smith
Question: What are you assessing?

We measured the impact of the new Fridays at Ferris Program. This program was established to provide an alternative late night weekend activity on campus. The program took place in the University Center from 9pm to 11pm every other Friday night. OrgSync card swipe was utilized at all Fridays at Ferris events to track attendance and demographic data. We were interested to know trends in attendance, types of students that were attending, and types of events that students want to attend.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Student Participant Demographics
- Satisfaction/Loyalty

HLC Criterion:

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

- Teaching and Learning: Quality, Resources, and Support (3D1, 3E1, 3E2)

Assessment Results:

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

Events

Date	Event	Sponsor	Attendance
9/7	rePercussion	CLACS	40
9/21	Turn Up your Pride	Student Homecoming Committee	72
10/5	Glow in the Dark Mini Golf and Karaoke	Entertainment Unlimited	52
10/19	Movie: Antman and the Wasp	CLACS and Family and Friends Weekend	31
11/2	Day of the Dead Dance	Sigma Lambda Beta & Hispanic Student Organization	100
11/16	Movie: Mission Impossible Fallout	CLACS	20
11/30	Laser Tag	CLACS and Lambda Chi Alpha	112
1/18	Glow in the Dark Mini Golf and Arcade Games	Entertainment Unlimited (part of the University Center Anniversary event)	140
2/1	Karaoke	CLACS	11
2/15	Ferris Unplugged	CLACS and MEBA	14
3/1	Music for Life	Kappa Kappa Psi	18

3/29	Movie: On the Basis of Sex	Panhellenic Council	27
4/12	Pep Band	Kappa Kappa Psi	28
4/26	Blacklight Bash	CLACS	105
		TOTAL ATTENDANCE	**770**

Total Student and Faculty/Staff Attendance: 770

Community members attend these events; however, their attendance is not recorded using card swipe.

Class Standing	**Fridays at Ferris**	**BR Campus Total**
Freshman	35%	25%
Sophomore	24%	19%
Junior	19%	19%
Senior	18%	26%
Other	2%	11%
Faculty/Staff	2%	N/A

Loyalty

Attended Two Events: 116
Attended Three Events: 32
Attended Four Events: 12
Attended Five Events: 7
Attended Six Events: 4
Attended Seven Events: 3
Attended Eight Events: 3
Attended Nine Events: 1

Gender	**Fridays at Ferris**	**BR Campus Total**
Male	43%	51%
Female	57%	49%

Ethnicity	**Fridays at Ferris**	**Ferris Total**
Black	14%	7.5%
Hispanic/Latino	16%	5%
American Indian/Alaskan Native	0%	0.4%

Multiracial	4%	3.8%
Asian	2%	1.5%
Unknown	0%	3.6%
White	61%	76%
Native Hawaiian/Pacific Islander	3%	0.1%

Academic College

College	Fridays at Ferris	BR Campus Total
College of Arts and Sciences	24%	18.7%
College of Business	23%	19.7%
College of Education-Human Services	19%	14.2%
College of Engineering Technology	12%	19.8%
College of Health Professions	9%	13.2%
College of Pharmacy	0%	6.5%
Michigan College of Optometry	0.25%	1.68%
University College	9%	6.27%

International Students

Fridays at Ferris	BR Campus Total
3%	2%

Residence	Fridays at Ferris	BR Campus Total
On-Campus	89%	24%
Off-Campus	11%	76%

Honors Student	Fridays at Ferris	BR Campus Total
	18%	6.2%

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 results, we will continue to provide a variety of activities. Some music-based events were highly attended and others were not. The movies were not highly attended; however, still had collaborative value to them such as supporting Family and Friends Weekend and Women's History Month. Therefore, movies should continue, but not as part of the Fridays at Ferris events. The variety of activities likely impacted our loyalty of attendees.

Attendance of first-year students ranked the highest, and with each progressive class year, the attendance decreased. The intended audience was first-year students, but the variety of attendance was a very welcome surprise. More research will need to take place to increase Junior and Senior attendance. Additionally, attendance was highest at events that were hosted by student organizations. We will increase our recruitment of student organizations due to this. Examples include the "Day of Dead Celebration" and "Laser Tag," which both had over 100 attendees.

Students in the Michigan College of Optometry and the College of Pharmacy had the lowest attendance, so we will reach out to those colleges for input regarding programming needs and how to increase their attendance. We will also reach out to the student organizations affiliated with those colleges to look for ways to collaborate at Fridays at Ferris events.

As expected, the majority of attendees lived on campus, so we will continue to promote through the residence halls. We will also increase the social media efforts in hopes of reaching more of the off-campus students.

An in-depth attendee list which included the residence hall location information was shared with Housing and Residence Life so that they could see which residence hall(s) had the most participants in the program. We will also share the information with other departments such as the Honors program, and thank them for their support as we had a very high percentage of Honors' students attend the events, especially compared to the actual number of Honors' students who live on campus.

We had a higher attendance of ethnically diverse students compared to the University's main campus demographic population. We will share that information with affinity office partners to continue this success. We will also discuss with those particular departments, ways to maintain this attendance, and event and promotional ideas. This is also a good way to recruit student organizations to assist in sponsoring future events.

Assessment Area (2 of 3): Student Organization Executive Board Member Engagement:

Submitted by: Michele Albright
Question: What are you assessing? How did you collect this data?

Information was gathered from the 1132 executive board leaders of student organizations in an attempt to demonstrate the cross-functionality of CLACS areas including student leadership development, community volunteerism, and career preparation. This study provides a basis to understand how student organization executive board members engage. Data was collected from

the following reports, and outcomes will be used to increase intentional development opportunities for RSO Executive Board Members:

- OrgSync: Listing of RSO Executive Board Members, including 2018-2019 demographics
- 2018-2019 Student Employment Records
- Handshake Usage: Profiles, Resumes, Career Fair Attendance, GPA, 2018-2019 Career Appointments
- OrgSync: 2018-2019 Detailed Involvement Report
- Torchbearer: 2018-2019 Nominations and Awards
- May 2019 LeaderShape Attendance

Assessment Category:

Question: What category does your assessment initiative fall under?

- Engagement
- Student Leader Demographics

HLC Criterion:

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

- Mission – 1A4, 1C1, 1C2, 1C3
- Teaching and Learning: Quality, Resources, and Support (3B3, 3D1)
- Teaching and Learning: Evaluation and Improvement (4A2)
- Resources, Planning, and Institutional Effectiveness (5C5)

Assessment Results:

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

RSO Student Leader Demographic Information:

- 335 or 30% of Executive Board members have < 55 credit hours
- Gender: Male 529, Women 579, Undeclared 24
- Ethnicity: 844 (78%) White, 102 (9%) Black, 55 (5%) Hispanic, 36 (3%) Multi-racial, 31 Undeclared
- 34% are in > four RSOs and can therefore be influential in connecting peers with CLACS services
- 19.6% are part of the Honors Program
- 13.07% of RSO Executive Board members have not paid the student activity fee
- 67.34% live on campus

Leadership & Service:

- 251 served on more than one executive board
- LeaderShape - 17 of 34 attendees

- Torchbearer Nominations - 64 of 144
- Largest five RSO Categories: Special Interest 163, Club Sports 131, College of Engineering Technology 112, Honor Societies 96, College of Business 88

Community Service

- Volunteer Hours: 33 leaders > 50 hours, 13 leaders > 125 hours, one = 437.45 hours

Career Development:

- 46.61% of student leaders are employed on campus
- Handshake: 238 have active profiles
- Handshake Logins: 426 unique student logins, 295 = 2+; 157 = 5+; 77 = 10+; 24 = 20+
- RSO E-board Members account for 141 individual appointments with the Career Center
- 5.51% attended a Career & Internship Fair during the academic year

Academic Performance:

- Representation of Colleges: Pharmacy 74, Health Professions 76, Education-Human Services 139, Engineering Technology 235, Business 237, Arts & Sciences 301
- Top five academic programs: Biology 90, Pharmacy 74, Criminal Justice 57, Mechanical Engineering 41, Social Work 38
- GPA data:
    - 35 = 4.0
    - 329 > 3.5
    - 24 < 2.0
    - Average GPA = 3.22

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?

Student Leader demographics:

- A surprising 30% of freshman and sophomores are already student organization leaders. This tells us there is an opportunity to target these highly engaged students early with opportunities to further develop leadership and employability skills.
- Ethnicity of organization leaders is similar to the University demographic.
- A very large number of leaders live on campus which leads us to believe students who live on campus are more likely to be fully engaged in co-curricular activities.

Retention:

- Student organization leaders are abundant, academically successful, and highly engaged in other areas of campus. There is opportunity to recognize, encourage, and support these students.

- Share assessment data with RSO Advisors and college leadership.
- Provide immediate outreach to RSO leaders who are at risk academically.
- Congratulatory emails sent to RSO student leaders possessing a 4.0 GPA.
- All 2019-2020 RSO student leaders will receive personal emails about career and leadership development opportunities during fall 2019.

Programming:

- Attendance at Career and Internship fairs was very low. There is further need to assess why this number was low. Due to high community service but low attendance, there is also an opportunity to engage student groups through their leaders to assist with the fairs.

Assessment Area (3 of 3): LeaderShape Institute:

Submitted by Noelle Kraus, Katie Thomas, and Angela Roman
Question: What are you assessing? How did you collect this data?

LeaderShape was introduced at our University four years ago as a once in a lifetime opportunity for students to learn to lead with integrity, and with a healthy disregard for the impossible. Through the LeaderShape Institute, students spend four days and three nights immersed amongst other peers who are eager to learn and create lifelong connections through interactive activities. Upon completion of the fourth year, LeaderShape was analyzed to review the success of the program. From this data, we will also be able to identify several trends in the success of the LeaderShape program, as well as the retention and academic success of students who have graduated from the Institute.

We collected our data from LeaderShape post-surveys, Banner grades and records, along with input from past graduates.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Attendance
- Demographics
- Persistence
- Loyalty
- Satisfaction

HLC Criterion:

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

- Criterion 3B3
- Criterion 1C1; 1C2,; 1C3

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?

We found the following:

1. We identified baseline data for annual comparison – Attendance & Demographics
   Through this analysis we looked closely at correlations and changes in attendance over the past four years. The data is reported in total number of students, followed by the percentage of students.
   - Total Attendance for all Four Cohorts (2016 – 2019)
     - **121** total LeaderShape Graduates
   - Attendance per Cohort:
     - Cohort 1: August 2016 **(32 students, 26.4%)**
     - Cohort 2: August 2017 **(24 students, 19.8%)**
     - Cohort 3: May 2018 **(31 students, 25.6%)**
     - Cohort 4: May 2019 **(34 students, 28.2%)**

     *average overall attendance **(30 students)**

   - Attendance per Gender:
     - Total for all Four Cohorts:
       - Female: **(84 students, 69.4%)**
       - Male: **(32 students, 26.4%)**
       - Transgender: **(1 student, .8%)**
       - Not Specified: **(4 students, 3.3%)**

   - Attendance per Race/Ethnicity:
     - Total across all Four Cohorts:
       - Caucasian/White **(75 students, 62%)**
       - Latina/o **(12 students, 9.9%)**
       - African American/Black **(16 students, 13.2%)**
       - Asian **(6 students, 5%)**
       - Multiracial **(5 students, 4.1%)**
       - Other **(1 student, .8%)**
       - Not specified **(6 students, 5%)**

2. Retention and Success
   Through this analysis, we looked at changes in majors, GPA, retention, and conduct after students graduated from the LeaderShape Institute. The data is reported in total number of students followed by the percentage of students.
   - Program change:

     *This data illustrates any change a student made to his/her major, any semester, after attending LeaderShape.
     - Cohort 1 **(7 Changes)**
       - Career Exploration to Social Work
       - Elementary Education to Integrative Studies
       - Pre-Pharmacy to Health Care Administration

        - General Studies to Political Science
        - Music Management to PR
        - Business to Integrative Studies
        - Pre-Nursing to Psychology
    - Cohort 2 **(4 Changes)**
        - General Studies to Social Work
        - Liberal Arts to Spanish
        - Pre-Optometry to Natural Science
        - General Studies to Manufacturing Tech
    - Cohort 3 **(5 Changes)**
        - Forensic Biology to Dental Hygiene
        - Pre-Science to Pre-Medicine
        - Allied Health Science to Social Work
        - Elementary Education to TDMP
        - Allied Health Science to Business
        - Pre-Pharmacy to Pre-Medicine
    - Cohort 4 **(1 Change)**

      ***A**dditional data is expected for Cohort 4 since the data below only illustrates one summer semester after their LeaderShape experience.
        - Social Work to Integrative Studies

- Changes in GPA:

  *This data illustrates changes in GPA when comparing the student's semester GPA directly prior to and directly after they attended the LeaderShape Institute. A significant change was determined to be an increase or decrease of .25. Additionally, Cohort 4's data was not included in this analysis (none of the students have yet completed a semester of courses after attending LeaderShape); therefore, the total number of students analyzed was 87.

    - Total across all Four Cohorts:
        - Improvement in GPA: **(24 students, 27.6%)**
        - Decrease in GPA: **(29 students, 33.3%)**
        - No change in GPA: **(34 students, 39.1%)**

- Graduation Rates:
    - Overall **29 students (24%)** have graduated from Ferris State University after attending the LeaderShape Institute.
    - Total across all Four Cohorts:
        - Still enrolled: **(82 students, 67.8%)**
        - Graduated: **(29 students, 24%)**
        - Left FSU for reasons other than graduation: **(10 students, 8.2%)**

- Changes in Conduct:

The data below illustrates the total number of students per Cohort who have at least one incident of conduct. Additionally, it compares how many students had incidents prior to and after attending LeaderShape. In order to compare the data properly, cohort 4's data was not included in this analysis (none of the students have yet completed a semester of courses after attending LeaderShape); therefore, the total number of students analyzed was 87.

- Conduct Incidences across Cohorts 1,2, & 3:
  - Before attending LeaderShape: **(8 students, 9.2%)**
  - After attending LeaderShape: **(9 students, 10.3%)**

3. LeaderShape Graduate Satisfaction and Loyalty
   - LeaderShape Post-Survey Results:

     *Students answered each question on a scale of 1-7 (with one being the worst and seven being the best)

     - Question 1: *In general, the Institute was a valuable experience in developing my capacity to lead.*
       - Average Response across all four cohorts: **(6.633)**
         - Cohort 1: **(6.656)**
         - Cohort 2: **(6.579)**
         - Cohort 3: **(6.548)**
         - Cohort 4: **(6.75)**
     - Question 2: *I would recommend the Institute to others.*
       - Average Response across all four cohorts: **(6.820)**
         - Cohort 1: **(6.781)**
         - Cohort 2: **(6.947)**
         - Cohort 3: **(6.645)**
         - Cohort 4: **(6.906)**

   - Student Testimonies:

     This data was collected from post LeaderShape surveys as well as reaching out to several LeaderShape Alum.
     - Cohort 2019 Survey Results:
       - Please describe an "ah-hah" moment from your experience: **"Integrity; learning that authenticity, morals, and ethics go hand in hand with integrity. Learning that keeping your integrity should not be situational."**
       - What would improve the overall experience of the institute: **"Nothing. This experience truly changed my life. The location, the content, the people, it was all incredible."**
     - Cohort 2017 Survey Results:
       - Please describe an "ah-hah" moment from your experience: "**I became a lot better at seeing situations from different perspectives and opening up to people."**
       - Please describe an "ah-hah" moment from your experience: "**I have passions and I can act on them."**

Explore Possible Actions Based on Assessment:

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

The baseline data allows us to create and monitor goals for continued increases in retention and success of students at our University. This information will allow us to find/create tactical avenues to recruit additional students into the LeaderShape program. Additionally, this data will be used to guide our approach with students to influence retention and overall academic success. We want to continue to reach a diverse population and continue to increase attendance.

Based on the assessment results, we are excited with the success of the program, but realize that there are several areas for improvement and growth for future cohorts' experiences.

- In regards to attendance, there was no strong correlation found between the month LeaderShape was completed (August or May) and overall attendance. However, the data did show that our attendance has not necessarily increased over the years. How do we change this?
- In the future, we should focus on increased advertisement, especially to minority groups of gender and race, making sure that all individuals feel that this is an inclusive leadership experience.
- The data collected illustrating changes in GPA was unexpected. We expected to see an overall increase after attending LeaderShape but found the majority of student's GPAs remained the same or decreased. We will add academic success topics into LeaderShape and continue to closely monitor participants. Despite this unexpected data, the majority of our LeaderShape graduates are still enrolled at Ferris or have graduated.
- Leading with integrity is a large part of the curriculum so we expected few conduct incidents after attending LeaderShape; however, our data shows 9 violations took place. There is opportunity to talk about the Code of Community Standards at LeaderShape.
- We need to begin surveying participants with a pre and post-test of learning outcomes connected to Ferris' Student Affairs learning outcomes.

Part III: Next Year (2019-2020)

What continuing or new assessment activities are you targeting next year (2019-2020)?

1. Bulldog Connect – A new student engagement platform will be introduced Fall of 2019 and will be thoroughly assessed for usage, engagement, and satisfaction.

2. Student Organization Diversity Training - A new learning opportunity will be implemented and learning outcomes will be assessed.

3. Career Development Appointments - With intentions of increasing freshman and sophomore participation in career readiness, we will make improvements in outreach and assessment of appointments.

Commencement

Part I: Last Year (2017-2018)

What changes did you make as a result of last year's assessment (2017-2018)?

This year we changed the groupings of the Colleges between ceremonies to better accommodate graduates, faculty, and guests. This enabled us to keep the number of tickets offered consistent with previous ceremonies.

Part II: Current Year (2018-2019)

What are your Assessment Highlights for the current year (2018-2019)?

Assessment Area (1 of 2): Historical Participation:

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

We examined trends in the overall participation of our May Commencement ceremony. Data was collected from the electronic ticket system, as well as a manual tally of graduates walking across the stage.

Assessment Category:

- Participation/Capacity

HLC Criterion:

- Teaching and Learning – Quality, Resources, and Support

Assessment Results:

College	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	18 vs 19	%
HP	208	269	301	262	305	300	278	264	304	250	240	-10	-4%
A&S	145	162	143	141	173	191	216	214	140	239	246	7	3%
BUS	223	271	275	262	272	266	296	288	296	290	250	-40	-16%
EDU	196	214	206	266	292	282	293	294	292	265	270	5	2%
ENGT	296	279	294	291	271	246	299	261	313	344	301	-43	-14%
MCO	29	30	19	18	18	17	19	9	11	38	38	0	0%
PHR	118	134	109	87	108	113	110	116	115	75	103	28	27%
DCCL	15	15	12	20	23	11	21	18	14	20	21	1	5%
Total	1230	1374	1359	1347	1462	1426	1532	1464	1485	1521	1469		

Explore Possible Actions Based on Assessment:

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

We will continue to monitor the attendance data for two primary reasons. Most importantly, to maintain the quality and experience for our graduates and guests at this signature event. From an institutional efficiency standpoint, we must keep abreast of the patterns in the number of graduates and make modifications (for example shifting or reducing the number of ceremonies) as the numbers continue to be revealed.

Assessment Area (2 of 2): Accuracy of Graduate Counts by College

Question: What are you assessing?

This assessment activity is a comprehensive examination of how accurately our graduation application and ticket reservations predict who ultimately attends the ceremonies. We observed anecdotally that for some Colleges, the numbers vary widely. It is essential to have accuracy in this area for spatial and safety purposes. Typically, our Friday night ceremony is filled near capacity.

Assessment Category:

- Participation/Capacity

HLC Criterion:

- Teaching and Learning – Quality, Resources, and Support

Assessment Results:

Ceremony	Start Time	Undergraduate	Master	Doctorate	Actual Walk	Banner Walk	Difference
HP	3:30 PM	224	10	6	240	316	-76
MCO		4		34	38	40	-2
A&S	7:00 PM	224	22		246	278	-32
PHR				103	103	119	-16
DCCL				21	21	23	-2

ENGT	4:00PM	301			301	358	-57
BUS	9:00 AM	233	17		250	338	-88
EDU	12:30 PM	254	16		270	337	-67
TOTAL		**1240**	**65**	**164**	**1469**	**1809**	**-340**

Explore Possible Actions Based on Assessment:

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

We will continue to monitor the data and ask that the Colleges check the accuracy of the counts. Of course, part of the explanation for the inflated numbers is that students can then procure tickets to the ceremonies to give to their friends or to sell via unofficial channels.

Part III Next Year (2019-2020)

What continuing or new assessment activities are you targeting next year (2019-2020)?

We will focus on an exploration of printing costs and quantities for our Commencement programs. Some data was gathered this year, but it will need to be more complete in order to analyze the situation appropriately.

Second, we will examine the impact and satisfaction with a new social media component we are adding to the ceremony beginning in December.

Financial Aid

Part I: Last Year (2017-2018)

What changes did you make as a result of last year's assessment (2017-2018)?

We were not able to make any changes as a result of our 2017-2018 assessment. This was an analysis of FSU federal student loan defaulters, as our plan was to implement additional Financial Literacy and Default Prevention at FSU. Unfortunately, due to our staff reductions, we are unable to devote staff to this purpose. This remains a future goal for Financial Aid, as staffing permits.

Part II: Current Year (2018-2019)

What are your Assessment Highlights for the current year (2018-2019)?

Assessment Area (1 of 1): Title IV (T4) Regulation:

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

We assessed the effect of a very old Title IV regulation that will be implemented soon for students. Title IV (T4) aid recipients have *always* been required to use their aid **only** for courses that are required for their current program of study.

2018-2019 FSA Handbook Vol 1 Chapter 1-21

"If a student is enrolled in courses that do not count toward his degree, certificate, or other recognized credential, they cannot be used to determine enrollment status unless they are eligible remedial courses. This means you cannot award the student aid for classes that do not count toward his degree, certificate, or other recognized credential."

However, the Financial Aid community has never had access to technology that was able to determine registered hours toward program "by batch," until very recently. Up until this time, the requirement was communicated to students, but it was not possible for schools to verify that students were abiding by it. As schools now have access to the necessary technology, the Department of Education will expect that schools enforce these regulations in short time. FSU intends to test this Banner 9 functionality during spring 2020, and hopes to go live during summer 2020.

Because we are required to audit all TIP 1 students every time they register, we know that students often take courses that do not count toward their current program. As hours toward degree will be applied to all aid recipients (not just TIP 1 students), we wanted to get an idea of how many students would be affected. As we must reduce aid, this can have a very negative impact on students.

We randomly selected 100 Title IV aid recipients for fall 2018. We ran My Degree audits on their fall 2018 program of study and fall 2018 registration. We totaled the credits for the sample that did not count toward the students' fall 2018 programs. We also totaled the number of students that took at least 1 credit outside of their program. We learned that approximately 35% of students take classes not required for their current program of study.

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

Assessment Results:

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

- We found that 142 of 1309 credits were credits that were not applicable to the students' programs for fall 2018.
- We found 35 of 100 students had at least 1 credit outside of their program for fall 2018.

The breakdown of the data from this assessment is as follows and is inclusive of the degree in which the student is seeking, the program the student is enrolled in, the number of credit hours the student has obtained, and the number of credit hours obtained that are toward the students' degree:

STUDENT	DEGREE	PROGRAM	REG HOURS	HOURS TOWARD DEGREE	Notes
1	AA	Criminal Justice	13	13	TIP - audited
2	AA	Gen Studies	12	12	TIP - audited
3	BS	Crim Justice Gen	17	13	
4	BS	Elem Ed	13	10	
5	BS	Comp Info Tech	12	12	
6	AAS	Allied Health	13	13	TIP - audited
7	BS	Health Care Sys Ad	16	13	
8	BS	Crim Justice Gen	12	12	
9	BS	Psychology	13	6	
10	AA	Criminal Justice	13	13	TIP - audited
11	AAS	Ind Elec Tech	14	10	
12	BS	Auto Eng tech	15	12	

13	AAS	Allied Health	12	12	
14	BS	Bus Admin	15	15	
15	BS	Comp Info Syst	12	12	
16	BS	Prof Tennis Mng	11	11	
17	AA	Criminal Justice	12	12	
18	AAS	Gen Bus	14	14	
19	BS	Mech Eng Tech	15	14	
20	BS	Psychology	12	12	
21	AAS	Mech Eng Tech	16	16	
22	BS	Health Care Sys Ad	15	15	
23	AA	Liberal Arts	12	12	
24	AS	Early Child Ed	11	8	
25	AAS	Comp Info Syst	12	9	
26	BS	Construction Mng	18	18	
27	AAS	Allied Health	15	15	TIP - audited
28	BS	Golf Mng	15	15	
29	BFA	Digital Art/Design	12	12	
30	AA	Crim Justice	13	11	
31	BS	Bus Admin	12	12	
32	BS	Integrated Studies	11	5	
33	BSW	Social Work	12	12	
34	BAS	Digital Anim	12	12	
35	AAS	Allied Health	12	12	TIP - audited
36	BS	Comp Net/Syst	16	16	
27	AAS	Allied Health	12	12	
38	BS	Hospitality	15	12	
39	BFA	Graphic Design	12	12	
40	BS	Pub Health	12	0	
41	AAS	Allied Health	13	10	
42	BS	Health Care Sys Ad	9	9	
43	BS	Integrated Studies	13	10	
44	BS	Build Constr Mng	14	13	
45	BS	Poli Sci	14	8	
46	BS	Bio/Environmental	12	9	
47	AAS	Build Constr Mng	13	10	
48	BS	Human Res Mng	12	12	
49	BS	Bus Admin	12	12	
50	BS	Music/Entertain	12	12	
51	BS	Bio/Pre-Dent	12	12	
52	BS	Marketing	12	12	
53	AAS	Allied Health	12	11	

54	AAS	Allied Health	12	11	
55	BS	Tel/Dig Media	12	12	
56	BS	Mech Eng Tech	12	12	
57	BA	Sociology	13	10	
58	AAS	Allied Health	14	6	
59	AAS	Build Constr Mng	15	9	
60	AAS	Health Info Tech	12	9	
61	AAS	Dental Hygiene	13	10	
62	BS	Finance	12	12	
63	BS	Golf Mng	15	15	
64	BS	Health Care Sys Ad	16	16	
65	BA	Chemistry	12	12	
66	AS	Pre-science	13	13	TIP - audited
67	BS	Early Child Ed	13	13	
68	AAS	Allied Health	13	13	TIP - audited
69	BS	Hospitality	12	9	
70	AA	Psychology	13	10	
71	BFA	Interior Design	9	6	
72	BA	Chemistry	16	12	
73	AAS	Comp Info Syst	14	14	TIP - audited
74	AAS	Welding	15	15	
75	AAS	Mech Eng Tech	13	13	
76	AAS	Allied Health	14	10	
77	AA	Gen Studies	13	13	
78	BS	Auto Eng tech	13	13	
79	AAS	Radiography	12	12	
80	AS	Pre-pharm	14	6	
81	AAS	Comp Info Tech	12	12	
82	BSW	Social Work	13	13	
83	AA	Gen Studies	13	13	
84	AAS	Resp Care	14	11	
85	BS	Bus Admin	12	12	
86	BS	Allied Health	12	12	
87	BS	Crim Justice Gen	13	13	
88	BS	Psychology	16	16	
89	AA	Crim Justice	13	13	
90	AAS	Marketing	14	14	
91	AA	Social Work	12	11	
92	AAS	Allied Health	13	13	
93	BS	Crim Justice Gen	16	16	
94	BS	Allied Health	10	10	

95	BSN	Nursing	16	16	
96	AAS	Dental Hygiene	13	10	
97	AAS	Marketing	15	3	
98	BSW	Social Work	12	12	
99	AAS	Comp Info Syst	12	12	
100	BS	Crim Justice-Law Enf	12	12	
			1309	**1167**	
142 credits NOT eligible for aid.					
35/100 students in courses that DO NOT count toward their program.					

Financial Aid will be required to reduce students' aid for credits taken not required for their current program.

Prorated Title IV aid, which is based on the number of credit hours taken, must be reduced proportionally. For example, if a student registers for 12 credit hours for fall 2020, but 3 of those credit hours do not apply toward their fall 2020 program, their prorated T4 will be reduced from full-time to three-quarter time.

Also, as costs attributed to non-required credits cannot be included in the Cost of Attendance (COA), Financial Aid must reduce the COA as well, which can result in over awards, and reductions to aid. For example, if a student registers for 12 credits for fall 2020, but three of those credit hours do not apply toward their fall 2020 program, Financial Aid must remove the costs associated with the non-required credit hours from the COA. If this creates an over award, aid will have to be reduced to resolve it.

Explore Possible Actions Based on Assessment:

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

It is important that students, as well as advisors, understand the ramifications of taking courses outside of the program of study. Thorough messaging will be necessary to prepare students for the implementation of these regulations. Financial Aid will message students in fall 2019 and spring 2020. Financial Aid has also made the Associate Provost aware of the impact of these regulations, and requested their assistance with messaging to students and staff.

HOURS TOWARD DEGREE – DIFFICULT SITUATIONS

1) **Waiting lists**. When a student is placed on a "waitlist" to gain access to required courses in their program, they ARE NOT eligible to continue to take non-required courses and receive aid. Students in this situation must either sit out of school until they obtain a seat in the remainder of their program, OR change their major to a program in which they may progress with credits that are required for *that* program.

2) **Unable to gain acceptance to a program of study**. Many students are enrolled in programs which are not their preferred program, but they must improve their GPA in order to be accepted to the program they prefer. These students can ONLY be paid aid for their *current program*. A student that exhausts all required courses for their current program, and is not admissible to their preferred program, cannot continue to be paid aid. Students may not receive aid for courses that apply to their "aspirational" program – they must be fully accepted to that program (conditional admits are not eligible for federal aid).

*federal regs allow a student to retake a course one time to improve a grade.

3) **Has completed all degree requirements**. When a student has completed all degree requirements for their program, they are not eligible to continue to take additional coursework with aid. Applying for graduation is irrelevant.

Part III: Next Year (2019-2020)

What continuing or new assessment activities are you targeting next year (2019-2020)?

We plan to assess the relationship between several factors and the likelihood of FSU students *not* being able to meet Standards of Academic Progress at the end of their first year at FSU:

- Entering GPA and test scores
- Need
- Program of study
- Number of "prep courses" needed

It is our hope that if trends can be identified, students can be targeted for additional support.

Greek Life

Part I: Last Year (2017-2018)

What changes did you make as a result of last year's assessment (2017-2018)?

Last year, the Fraternity & Sorority community participation data was presented and analyzed. We continued to collect similar information through the Greek Impact Reports submitted by chapter presidents. We used the information we had to shape professional development opportunities within Greek Life through a program called, "Greeks Lead." We also shared this information with Chapter and Council Presidents at the Presidents' meetings and used pieces of the data to inform decisions. For example, the Risk Prevention Workshop was revamped for a second version so returning students received new content, and academic report information was used to challenge chapters and councils to make intentional changes. As an example of an outcome, for the first time in almost two years, IFC has no chapters below the minimum GPA.

Part II: Current Year (2017-2018)

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

Assessment Area (1 of 1): Greek Lead & Fraternity/Sorority President Impact:
Questions: What are you assessing? How did you collect this data?

The Fraternity & Sorority community assessed two connected items: participation in the launch of the Greeks Lead professional development program series, and the impact of serving as a Fraternity or Sorority president.

First, the Greeks Lead program assessment is participation based. We set a goal for a percentage of the Fraternity & Sorority community to attend/participate in each of the five programs offered. The programs included are: 1) TIPS for College – Alcohol Education Program; 2) Step Up (then Bringing in the Bystander) - Bystander Intervention Training; 3) Question, Persuade, Refer (QPR) – Suicide Prevention Training; 4) DignityU – Hazing Prevention Program; and 5) Safe Zone (then LGBTQ+ 101) – Allyship Training. The data was collected through attendance sheets at each event and coded through OrgSync/chapter rosters. Goals were set with Chapter Presidents at the beginning of Fall 2018.

Second, the impact on student learning as a Chapter President was assessed through a pre- and post-test survey offered at each Presidents' meeting. The assessment was a five-point Likert scale of two series of questions categorized by Leadership Development (19 questions), and Be A Bulldog Engagement Learning Outcomes (26 questions), which were created by Student Life in 2018. The questions/outcomes are attached later in this document. The survey was anonymous and coded by students entering their six-digit birthdate so we could track repeat entries for the pre- and post-test

submissions. In December, 17 presidents completed the survey and in April, 16 presidents completed the survey. However, 12 of the Presidents completed both the pre- and post-test surveys and 9 presidents only took the survey one time. This was likely due to the time in which there was an outgoing of or a number of new Presidents at the time the survey was open, or due to not completing the survey at all during one of the times offered. We will use their information as pre-test information if they take the survey again in Fall 2019. We used a web-based survey that opened after the Presidents' meeting at the end of Fall and Spring semesters.

President Survey Pre-Test (December 2018): http://bit.ly/2k2FF0W

President Survey Post-Test (April 2019): http://bit.ly/2Gvf6ZP

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation / Capacity Management (Greeks' Lead)
- Student Learning Outcomes (Fraternity & Sorority President Impact)

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?

Greeks Lead Participation 2018-2019:

Program	Sessions Offered 2018/2019	Participants (All Time)	Percentage of Community	Goal %
TIPS	7	294	52.20%	60%
Bystander	12	134	23.80%	25%
QPR	4	48	8.50%	20%
DignityU	4	19	3.40%	20%
Safe Zone	3	11	2.00%	20%

In the inaugural year for Greeks Lead programming, we did not meet any of our percentage participation goals. We set them with Chapter Presidents at the beginning of the fall semester; however, we had no idea what the year would be like for participation. We have decided to include

the Risk Prevention Workshop and New Member Workshop as part of the Greeks Lead series in the future, as those are our largest programs with true learning outcomes associated with participation. We included all-time participants because TIPS is a training that certifies you for three years to be a sober monitor at registered social events with alcohol.

We had one student complete all five Greeks Lead programs in the first year!

President Impact Survey:

The questions, along with the categories in which the questions fell under, in the President Impact survey are as follows:

Leadership Development	A willingness to be vulnerable is an important part of being a leader.
Leadership Development	Anyone can lead.
Leadership Development	I actively seek out people for feedback or guidance.
Leadership Development	I have a sense of purpose as a leader.
Leadership Development	I have confidence in my ability to commit to and act consistently with my core ethical and personal values.
Leadership Development	I have confidence in my ability to create and implement changes in my organization.
Leadership Development	I have confidence in my ability to develop relationships with others who are different from me.
Leadership Development	I have confidence in my ability to effectively communicate nonverbally with my peers.
Leadership Development	I have confidence in my ability to effectively communicate verbally with my peers.
Leadership Development	I have confidence in my ability to identify my own strengths and weaknesses.
Leadership Development	I have confidence in my ability to manage and resolve conflicts.
Leadership Development	I have confidence in my ability to produce extraordinary results.
Leadership Development	I have confidence in my ability to recognize when my behavior is not in congruence with my values.
Leadership Development	I have confidence in my ability to successfully delegate tasks and responsibilities.
Leadership Development	I have confidence in my ability to take risks.
Leadership Development	I view conflict in groups as something to be avoided.
Leadership Development	Leadership can be assessed by looking at the positions an individual holds.
Leadership Development	My ability to develop relationships with people different from me is fundamentally important to my leadership.
Leadership Development	People are either leaders or followers.
Be A Bulldog - Learning Outcome	I advocate for myself and others.
Be A Bulldog - Learning Outcome	I am an active bystander and know how to intervene.
Be A Bulldog - Learning Outcome	I am empowered to positively influence change in the systems and communities around me.
Be A Bulldog - Learning Outcome	I am knowledgeable about and practice making respectful and healthy sexual and relationship choices.

Be A Bulldog - Learning Outcome	I am knowledgeable about personal and organizational choices around alcohol, drug, and nicotine use.
Be A Bulldog - Learning Outcome	I apply diverse perspectives to my social, academic, and career exploration.
Be A Bulldog - Learning Outcome	I can articulate the risks associated with Fraternity & Sorority Life.
Be A Bulldog - Learning Outcome	I can articulate, evaluate, and demonstrate my personal responsibility in social, political, and economic issues.
Be A Bulldog - Learning Outcome	I can effectively analyze and solve problems creatively and in an ethical manner.
Be A Bulldog - Learning Outcome	I can identify and analyze issues impacting my community.
Be A Bulldog - Learning Outcome	I can identify and articulate my leadership style.
Be A Bulldog - Learning Outcome	I can identify and articulate my own cultural values and biases.
Be A Bulldog - Learning Outcome	I can identify and articulate my personal identity and cultural values.
Be A Bulldog - Learning Outcome	I can identify areas of existing strength and create realistic plans to address gaps in my current skills and my future goals.
Be A Bulldog - Learning Outcome	I can identify wellness resources on campus and know how someone can access them.
Be A Bulldog - Learning Outcome	I collaborate with others to achieve mutually beneficial goals.
Be A Bulldog - Learning Outcome	I demonstrate emotional intelligence in personal and professional endeavors.
Be A Bulldog - Learning Outcome	I embrace experiences such as volunteering and service learning.
Be A Bulldog - Learning Outcome	I engage in and develop an acceptance of cultural differences and embrace an inclusive community.
Be A Bulldog - Learning Outcome	I explore, adopt, and practice healthy behaviors that demonstrate an understanding of wellness.
Be A Bulldog - Learning Outcome	I feel comfortable preventing & minimizing risk in my organization.
Be A Bulldog - Learning Outcome	I feel comfortable responding to a potential crisis.
Be A Bulldog - Learning Outcome	I form respectful and lasting relationships with my peers.
Be A Bulldog - Learning Outcome	I have developed a set of culturally appropriate interpersonal skills.
Be A Bulldog - Learning Outcome	I integrate knowledge and experiences into my existing belief system.
Be A Bulldog - Learning Outcome	I value and engage in civil discourse and appropriate disagreements.

President Impact Highlights

PRE TEST: The following outcomes **scored over a 4.75** average on the scale from Strongly Disagree (1) to Strongly Agree (5):

1. I collaborate with others to achieve mutually beneficial goals.
2. I am knowledgeable about and practice making respectful and healthy sexual and relationship choices.

POST TEST: The following outcomes **scored over a 4.75 average** on the scale from Strongly Disagree (1) to Strongly Agree (5):

1. I collaborate with others to achieve mutually beneficial goals.
2. I am knowledgeable about and practice making respectful and healthy sexual and relationship choices.
3. I have confidence in my ability to recognize when my behavior is not in congruence with my values.
4. I have a sense of purpose as a leader.
5. I form respectful and lasting relationships with my peers.
6. I demonstrate emotional intelligence in personal and professional endeavors.
7. I advocate for myself and others.
8. I apply diverse perspectives to my social, academic, and career exploration.

Conclusions: We saw an additional 6 outcomes added to the initial two outcomes that scored 4.75 or higher after serving as a Chapter President. These are areas to potentially consider as achievements of student learning outcomes while serving as a Chapter President.

PRE TO POST TEST POSITIVE CHANGES: The following outcomes scored averages that changed 0.50 or more from Pre-Test to Post-Test. These are the highlights of 40 outcomes where averages stayed the same or increased from the pre-test to the post-test:

1. I demonstrate emotional intelligence in personal and professional endeavors **(4.09 to 4.75).**
2. I have confidence in my ability to effectively communicate nonverbally with my peers **(3.92 to 4.42).**
3. I can identify and articulate my leadership style **(3.92 to 4.42).**

Conclusions: Chapter presidents have a lot of communication required of them with various constituents. This made a lot of practical sense. The other two outcomes are very personal for each leader/student, and I believe there is a lot of personal development in the role of a Chapter President.

PRE TO POST TEST NEGATIVE CHANGES: The following outcomes scored averages that declined by the amount noted. Out of 45 outcomes, only 5 outcomes saw a negative change. It should be noted (*below) that two additional outcome averages decreased from pre- to post-test; however, the scale used would indicate this could be interpreted as a positive change.

1. My ability to develop relationships with people different from me is fundamentally important to my leadership **(-0.08).**
2. I can identify areas of existing strength and create realistic plans to address gaps in my current skills and my future goals **(-0.08).**
3. I explore, adopt, and practice healthy behaviors that demonstrate an understanding of wellness **(-0.08).**
4. I can identify and articulate my personal identity and cultural values **(-0.08).**
5. I can articulate, evaluate, and demonstrate my personal responsibility in social, political, and economic issues **(-0.08).**

*6. Leadership can be assessed by looking at the positions an individual holds **(-0.33).**
*7. I view conflict in groups as something to be avoided **(-0.17).**

Conclusions: All of the declines were very minimal **(-0.08)** and the declines that were larger **(-0.33 & -0.17)** were for items where the averages moved closer towards "Strongly Disagree," which for these two outcomes, would be a positive change as opposed to a negative change as it would be more unlikely for them to view leadership as a position someone holds, and less likely for them to view conflict as something to be avoided. On average, these minimal negative changes reflect a mostly positive impact of student learning/development outcomes for Chapter Presidents.

SORORITY & FRATERNITY PRESIDENT TOP AVERAGE CHANGES:
All information provided thus far includes both Fraternity Presidents & Sorority Presidents. There was also an opportunity to compare/contrast between Fraternity & Sorority Presidents.

The outcomes with the largest average changes from pre- to post-test for Sorority Presidents were as follows:

1. I view conflict in groups as something to be avoided **(-1.00).**
2. I have confidence in my ability to effectively communicate nonverbally with my peers **(0.80).**
3. People are either leaders or followers **(-0.80).**
4. I demonstrate emotional intelligence in personal and professional endeavors **(0.80).**

The outcomes with the largest average changes from pre- to post-test for Fraternity Presidents were as follows:

1. I value and engage in civil discourse and appropriate disagreements **(0.86).**
2. People are either leaders or followers **(0.57).**
3. I demonstrate emotional intelligence in personal and professional endeavors **(0.55).**

Conclusions: Both Sorority & Fraternity Presidents saw a significant increase in demonstrating emotional intelligence. It is interesting that the Sorority Presidents altered toward a more Strongly Disagree response and the Fraternity Presidents altered toward a more Strongly Agree response for the test survey question asking if they were either leaders or followers. More exploration could be

discussed with Chapter Presidents to understand why these might be the most changed outcome areas.

VARIANCE BETWEEN SORORITY & FRATERNITY PRESIDENT AVERAGES:

The outcomes that had the largest differences between Fraternity & Sorority Presidents between the pre- and post-tests were as follows:

1. I view conflict in groups as something to be avoided.
    a. Sorority Presidents altered towards Strongly Disagree (-1.00) and Fraternity Presidents altered towards Strongly Agree (0.43), for a variance in a change of **1.43**.
2. People are either leaders or followers.
    a. Sorority Presidents altered towards Strongly Disagree (-0.80) and Fraternity Presidents altered towards Strongly Agree (0.57), for a variance in a change of **1.37**.
3. I value and engage in civil discourse and appropriate disagreements.
    a. Sorority Presidents altered towards Strongly Disagree (-0.60) and Fraternity Presidents altered towards Strongly Agree (0.86), for a variance in a change of **1.26**.
4. I can identify areas of existing strength and create realistic plans to address gaps in my current skills and my future goals.
    a. Sorority Presidents altered towards Strongly Agree (0.60) and Fraternity Presidents altered towards Strongly Disagree (-0.29), for a variance in a change of **0.89**.
5. I feel comfortable preventing & minimizing risk in my organization.
    a. Sorority Presidents altered towards Strongly Disagree (-0.40) and Fraternity Presidents altered towards Strongly Agree (0.29), for a variance in a change of **0.89**.

Conclusions: These would be areas to discuss further to propose conclusions as to why there is such a variance between Fraternity & Sorority Presidents.

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 position of Chapter President is multifaceted and filled with opportunity to grow and develop as a student, leader, and professional. The position reports to inter/national headquarters, alumni/campus advisors, the Greek Life Coordinator and staff assistant, their respective council, the chapter executive board, chairs, general members, and alumni. The position itself comes with requirements on academic standing, financial standing, and risk and responsibility training. The information we found will help us shape how to articulate the transferable skills of serving as a Chapter President, and inform us of where we need to develop additional opportunities for development and reflection. One way this can be done is through Greeks Lead programming offerings. What should we consider and what should be included within our program offerings? Should this be a factor to become a fraternity/sorority president (or become a strong candidate)?

In 2019-2020, we are adding a diversity and inclusion based program offer, such as the Conversations on Race series, an intersectionality workshop, or a micro aggressions/implicit bias

workshop, as well as a general leadership development program (Clifton Strengths) to our Greeks Lead programming. We will continue to track attendance at Greeks Lead programming and make programming decisions based on attendance, learning outcomes, and program availability.

Part III Next Year (2019-2020)

What continuing or new assessment activities are you targeting next year (2019-2020)?

For 2019-2020, Fraternity & Sorority Life will consider assessing the following areas:

- Impact of Attending Greeks Lead Programming (potentially a learning outcome based survey for those who have not vs. those who have attended, or a pre- and post-survey for those who attended)
- Retention/Attrition of Members and Non-Members, both in organizations and at Ferris
- Pilot & Assess an Academic Programming Model

The Fraternity & Sorority Community will continue to collect/assess the following areas of data:

- Greek Impact Report (membership, scholarship, service, programming, etc.)
- Attendance at Greeks Lead Programs
- President Impact Survey (Pre/Post at the Beginning/End of Semester, ideally potentially moving towards the beginning of, and end to, a President's term)

Institutional Research & Testing (IR&T)

Part I: Last Year (2017-2018)

What changes did you make as a result of last year's assessment (2017-2018)?

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

By examining the patterns of those using our Scantron © services, we discovered the rates of use for each scanning activity. We evaluated how the rates of use trended over time, and what these patterns told us about faculty use of the scanning services. Our goal with this assessment was to see what the rates were and how our efforts in the future might be effected when trying to refine some of our processes. With the information we gathered, we will continue to monitor the declining use of scanning and make changes accordingly to educate ourselves on services that should or should not be given in the future.

Part II: Current Year (2018-2019)

What are your Assessment Highlights for the current year (2018-2019)?

Assessment Area (1 of 2): Tableau Pilot:

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

We are beginning to assess the use of the Tableau © data visualization software. We evaluated a variety of university's web sites, assessing their use of Tableau © and other visualization software to present data. We are reviewing the types of data represented and the various modes of data representation. With so many choices and so many possibilities of how the data can be arranged and viewed, we will evaluate the best presentation of our data. Our goal with this assessment is to see where we should focus our efforts in the future when trying to increase our use of data visualization.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction/Customer Service

HLC Criterion:

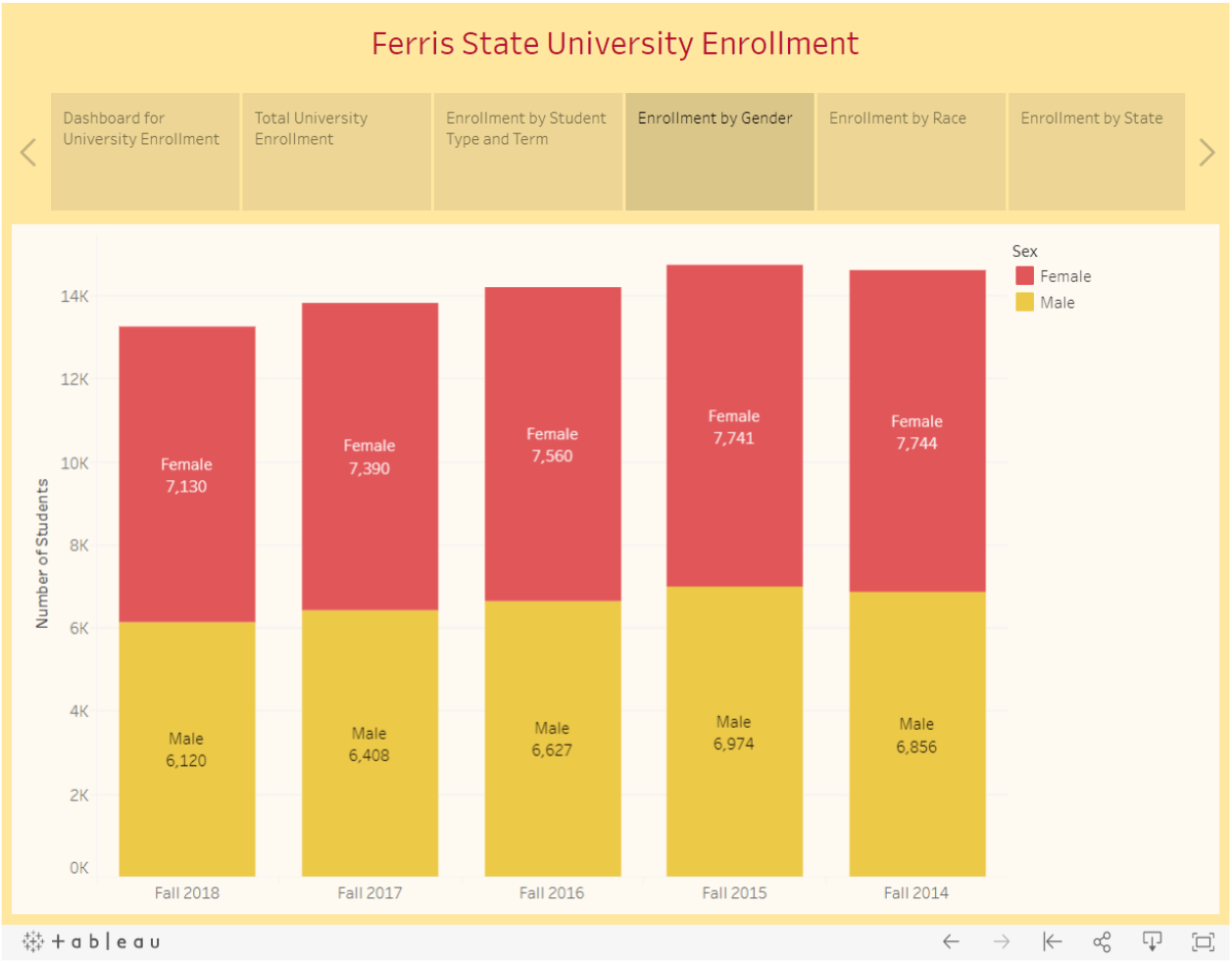
Question: What HLC criterion and core component does your assessment initiative fall under?

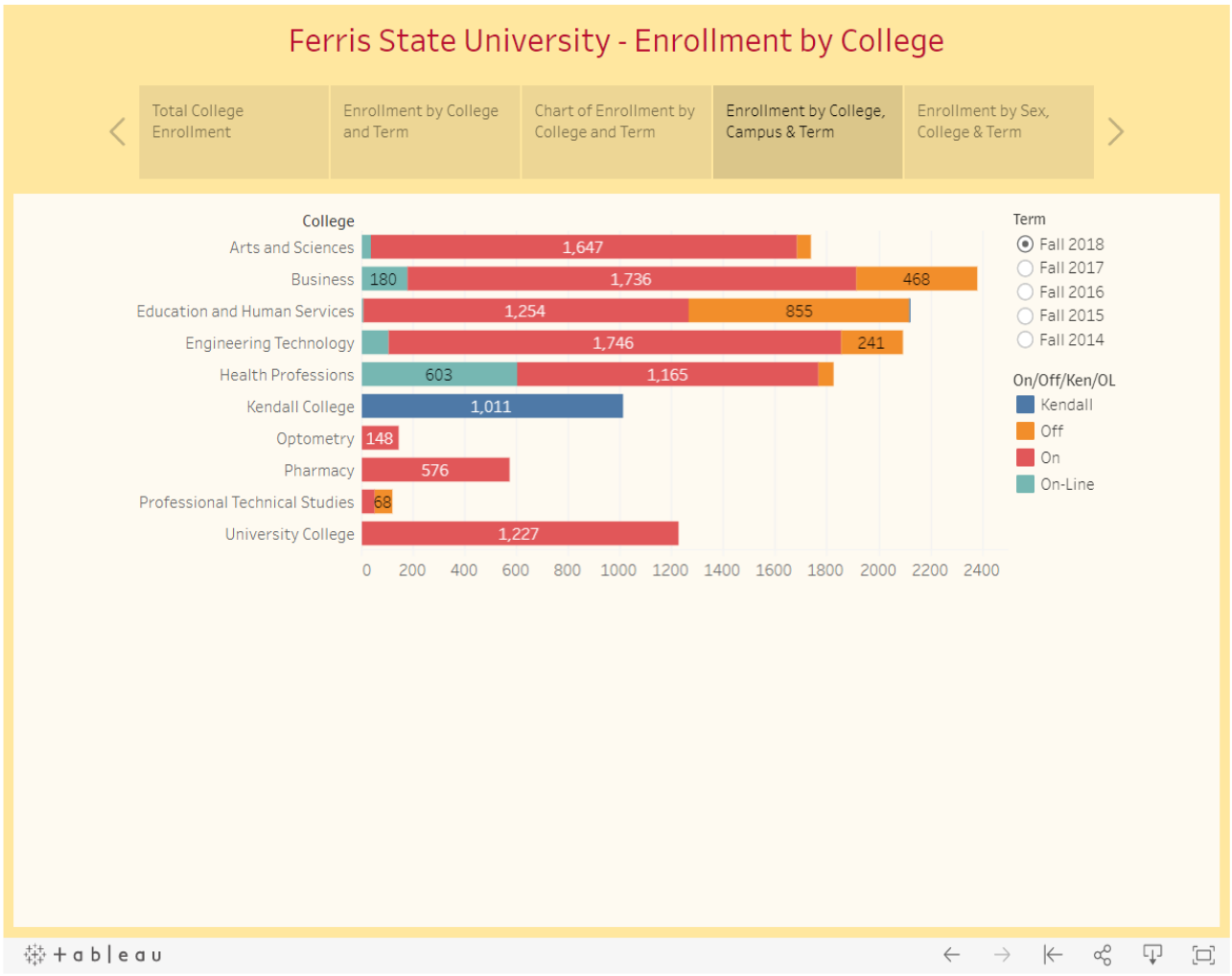
- Resources, Planning, and Institutional Effectiveness

Assessment Results:

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

We considered our choices and are deciding on the best use of data visualization in conjunction with our traditional Fact Book and other electronic data resources. We know from the Fact Book Usage survey, respondents felt that some of the most useful sections were Enrollment, Graduation Rates/Retention, Organizational Charts, and Degrees Conferred. In using Tableau in our pilot, we chose the Enrollment data as the first set to work with. Below are snapshots of various views of the data that have been published and are currently on our web page and the public site.



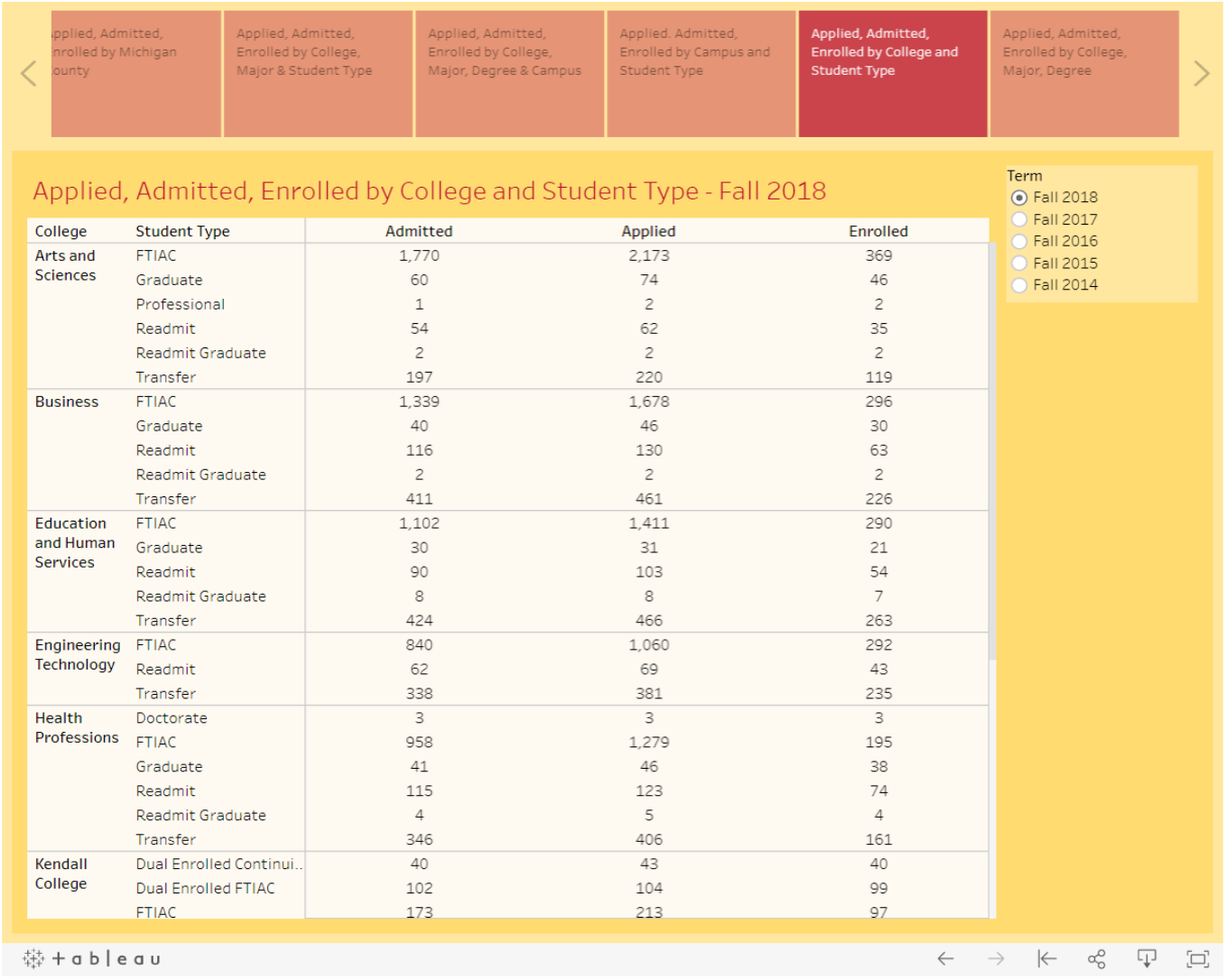


In our initial roll-out, we also created data "stories" for "Applied and Admit" data. Below are snapshots of this information currently on our web site also.

Applied, Admitted, Enrolled by Student Type | Applied, Admitted, Enrolled by Michigan County | Applied, Admitted, Enrolled by College, Major & Student Type | Applied, Admitted, Enrolled by College, Major, Degree & Campus | Applied. Admitted, Enrolled by Campus and Student Type | Applied, Admitted, Enrolled by College and Student Type

Applied, Admitted, Enrolled by Student Type

Term	Student Type	Applied	Admitted	Enrolled
Fall 2018	Doctorate	4	4	4
	Dual Enrolled Continuing	51	48	46
	Dual Enrolled FTIAC	454	452	418
	FTIAC	10,209	8,277	1,891
	Graduate	232	197	150
	Guest Student	10	8	5
	Internal Transfer	2	2	2
	Professional	205	185	182
	Readmit	562	501	311
	Readmit Graduate	20	18	17
	Transfer	2,187	1,942	1,132
Fall 2017	Doctorate	9	9	9
	Dual Enrolled Continuing	38	36	33
	Dual Enrolled FTIAC	764	758	710
	FTIAC	9,849	7,317	1,841
	Graduate	259	207	148
	Guest Student	4	4	4
	Professional	197	190	181
	Readmit	578	533	327
	Readmit Graduate	17	13	12
	Transfer	2,213	1,932	1,145
Fall 2016	Dual Enrolled Continuing	46	43	43
	Dual Enrolled FTIAC	668	661	633
	FTIAC	10,883	8,455	1,837
	Graduate	322	213	146
	Guest Student	12	12	9
	Internal Transfer	1	1	1
	Professional	204	189	179



College	Student Type	Admitted	Applied	Enrolled
Arts and Sciences	FTIAC	1,770	2,173	369
	Graduate	60	74	46
	Professional	1	2	2
	Readmit	54	62	35
	Readmit Graduate	2	2	2
	Transfer	197	220	119
Business	FTIAC	1,339	1,678	296
	Graduate	40	46	30
	Readmit	116	130	63
	Readmit Graduate	2	2	2
	Transfer	411	461	226
Education and Human Services	FTIAC	1,102	1,411	290
	Graduate	30	31	21
	Readmit	90	103	54
	Readmit Graduate	8	8	7
	Transfer	424	466	263
Engineering Technology	FTIAC	840	1,060	292
	Readmit	62	69	43
	Transfer	338	381	235
Health Professions	Doctorate	3	3	3
	FTIAC	958	1,279	195
	Graduate	41	46	38
	Readmit	115	123	74
	Readmit Graduate	4	5	4
	Transfer	346	406	161
Kendall College	Dual Enrolled Continui..	40	43	40
	Dual Enrolled FTIAC	102	104	99
	FTIAC	173	213	97

Explore Possible Actions Based on Assessment:

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

In regards to our responses to date, and with a soft roll-out a month or so ago, there will be more requests to display additional data points in this manner. The staff member who created the initial dashboards and stories with the enrollment and application data was in a one-year temporary position and is no longer at Ferris. We recently hired a student programmer who is currently working with Tableau © and will continue our efforts to grow and enhance our use of the product and its many possibilities.

Assessment Area (2 of 2): New Faculty Load Codes:

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

Institutional Research & Testing (IR&T) and the Registrar's Office collaborated to seek ways to change the coding structure for courses where the faculty/instructor of record was assigned no instructional dollars or FTE associated with the course. Our goal was to explore codes that might effectively represent these various instances. We met several times in large and small groups discussing the most useful options that would effectively and accurately code and report faculty and courses in these situations.

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?

During the various meetings which included various colleges, departments, Academic Affairs, as well as our own programming staff, we learned that there was a need to create new additional codes. These codes were needed to accurately reflect those actually teaching a course with no instructional pay and no FTE. In the past a single code, "ADMO," was used for all instance using the department heads' name as a "place holder" on these courses. The new codes were created due to the need to accurately reflect that certified faculty were assigned to the course, with no instructional dollars paid toward the course.

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 are in process as this is written. The changes are highlighted in the 4 scenarios below.

Scenario 1 – FSU instructor for $0- Courses for which a FSU faculty is assigned but there are no instructional dollars or FTE associated with the course.
Instructor of record will be added at 100% responsibility with FCMO code. No administrator. The courses themselves will have a code assigned to them in SCADETL, through the Curriculum Process, in order to monitor that a FCMO is assigned.

Scenario 2 – Non FSU Instructor for $0- Courses for which a non FSU faculty is assigned and there are no instructional dollars or FTE associated with the course.
Non FSU instructor of record will be added at 100% responsibility with FCMO code. No administrator. Examples are Concurrent Enrollment and Military Science courses.

Scenario 3 – Non FSU professional for $0 (Courses for which an external professional/expert in the field is facilitating and administering the course outcomes, assessment and ultimately determining the grade.
Instructor of record will be added at 100% responsibility with EXMO code. The courses themselves will have a code assigned to them in SCADETL, through the Curriculum Process, in order to monitor that a FCMO is assigned.

Scenario 4 – FSU Administrator is the instructor of record for $0 – Courses for which a FSU administrator is assigned but there are no instructional dollars or FTE associated with the course.
Administrator of record will be added at 100% responsibility with ADMO code.

We have also created a set of audit reports which are sent out weekly through Report Caster to all who work with Faculty Load reporting in the various colleges and departments. These are listed below.

- **Report Name: Scenario 1 - FCMO on SIAASGN and in SCADETL, Employee has no Current Term HR Assignment with Appropriate Distribution**
  This report verifies FCMO on SCADETL and SIAASGN and flags the entry if the person shows no current valid HR assignment (i.e. listed as FCMO, but does not have a faculty assignment in HR).

- **Report Name: Scenario 1 – Non Concurrent Enrollment (non MX campus) Courses FCMO on SIAASGN, not assigned on SCADETL**
  This report looks at non concurrent enrollment courses (non MX Campus) marked FCMOs on SIAASGN but not FCMO on SCADETL. *This error report will show courses that may not always be FCMO (i.e. Course A is $0 in Summer, but full pay in Fall), therefore courses may appear in this report, but are legitimately FMCO that given semester and will remain on the audit report.

- **Report Name: Scenario 2 – Concurrent Enrollment (MX Campus) Course or Military Science Course Marked FCMO with no HR Affiliate Assignment (no VO1 EGRP on PEAEMPL)**
  This report shows a Concurrent Enrollment (MX Campus) Course or Military Science Course where the instructor isn't an affiliate.

- **Report Name: Scenario 3 - EXMO on SIAASGN. Employee has no Current Term HR Assignment with Appropriate Distribution**
  This report verifies EXMO on SCADETL and SIAASGN and flags the entry if the person shows HR Assignment with Appropriate Distribution.

- **Report Name: Scenario 3 - Course with EXMO Assignment Type on SIAASGN with no EXMO assigned on SCADETL**
  This report looks for courses marked EXMO on SIAASGN but not on SCADETL. *This error report will show courses that may not always be EXMO (i.e. Course A is $0 with an external professional teaching in summer, but assigned to a Ferris faculty or admin in Fall), therefore courses may appear in this report, but are legitimately EMCO that given semester and will remain on the audit report.

- **Report Name: Scenario 4 - ADMO Courses with no Corresponding Admin Employee Courses**
  This report finds anyone marked ADMO on SIAASGN but the instructor as no administrative assignment.

We will continue to monitor and make changes as necessary over this next year trying to accommodate all the various instances where special scenarios need to be assessed for possible new programming, and re-evaluated for possible additional codes that will accurately record and report Faculty Instructional Loads.

Part III: Next Year (2019-2020)

What continuing or new assessment activities are you targeting next year (2019-2020)?

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

- We would like to continue to assess our data used/presented with the Tableau ©data visualization software. We want to increase the amount of data reflected in dashboards and stories shared in Tableau ©, building off the initial data that we are working with. We

would like to continue to seek further input on new ideas and uses for this platform from our University constituents.

- The other project we hope to work on is the continued assessment of our Scantron © Usage. With the decline in use over the past few years due to an increase in on-line SAI's and a decline in actual faculty tests scanned, we need to assess the actual and perceived needs of this service.

Office of Multicultural Student Services (OMSS)

Part I: Last Year (2017-2018)

What changes did you make as a result of last year's assessment (2017-2018)?

Because of last year's assessments, the Office of Multicultural Student Services (OMSS) made the following changes:

- We increased our use in digital marketing efforts throughout campus and on social media, which decreased our printing expenses of flyers, yard signs, and banners.

- We adjusted our series of retention-based programming in the TOWERS Leadership Development program and the Black Male Empowerment Network (BMEN), which allowed for an increase in recruitment of new students and an increase in the level of active participation.

- We implemented a series of measures, including but not limited to, an intake form and card-swipe/sign-in sheets in the office to assist in capturing data that can describe the profile of students we service, the range of issues we service them for, and the number of times they connect with our department.

Part II: Current Year (2018-2019)

What are your Assessment Highlights for the current year (2018-2019)?

Assessment Area (1 of 1): OMSS Student Support & Engagement:

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

We were interested in learning the approximate number of students we serve on a daily basis, the services provided, and feedback shared from students. Listed below are examples of how we assessed this area:

- OMSS Daily Visits (card-swipe and/or sign-in sheets)
- OMSS Intake Form (one-on-one meetings)
- OMSS School Supplies and Emergency Printing (sign-in sheets)
- OMSS Support & Engagement (paper and on-line surveys; focus group discussions)

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation/Capacity Management (Number of participants, etc.)
- Customer Satisfaction/Customer Service (Survey results, etc.)

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

Assessment Results:

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

According to our review, there were over 2500 student visits during the 2018-2019 academic year to the OMSS. Evidence of our interactions with students were chronicled through a variety of methods, which included card-swiping, a sign-in sheet at our front counter, as well as through online and face-to-face surveys.

From our detailed reports on daily visits, one-on-one meetings, services provided and focus group discussions, a summary of what the OMSS staff learned which illustrates our commitment to enhancing student learning is below:

- From our reports on daily visits, services provided and one-on-one meetings, the majority of students who visit the OMSS do so for:
    - Mentorship & Advising (one-on-one meetings)
        - As it relates to one-on-one interactions, the OMSS staff met with students mostly for academic appeal issues, academic advising, financial aid, and student conduct cases/referrals.
    - Student development and cultural awareness engagement opportunities (TOWERS, BMEN)
    - Tangible support (food, school supplies, and emergency printing)
    - To attend in-office programming (films screenings, discussions, workshops, RSO events)

- Major highlights from survey responses regarding the impact of our support services and engagement opportunities, where over 40 students participated, are as follows:
    - 63% of students indicated that the OMSS is a welcoming place for students of diverse backgrounds
    - 71% of students indicated that they learned about student support services on campus from visiting the OMSS
    - 77% of students indicated that they have support from the OMSS staff when dealing with personal, advising, or multicultural RSO issues
    - 80% of students indicated that the involvement opportunities in OMSS have aided in their growth and development (Employment, Volunteering, TOWERS, BMEN)

- Highlights from the responses from our focus group discussions on support and engagement, where approximately 20 students were in attendance, is as follows:

- The OMSS provides a welcoming and safe environment, where the staff and student leaders provide opportunities and share advice that can improve their experiences at FSU
- Students appreciated the meaningful support the OMSS has provided through mentorship, advising, and resources such as computers and printing
- The programs and activities offered through OMSS has helped students interact with, understand, and appreciate their own culture, as well as to interact, understand, and appreciate the cultures of their fellow students from diverse backgrounds
- If the office was not on campus, many students indicated that they would not have come to, or stayed at Ferris

Explore Possible Actions Based on Assessment:

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

Our department is planning to use the data for the purpose of maintaining continued success, as well as phasing in improvements in the necessary areas. The variety of assessment methods utilized was beneficial in helping us to understand the impact of our student support and engagement. The decision-making process in determining the necessary improvements takes place at our staff meetings, where we have meaningful discussions about optimistic, as well as realistic goals. Because of what we learned with our support and engagement with students this past academic year, the OMSS plans on the following for the 2019-2020 academic year:

- We plan to research technology that can chronicle our interactions with students; for example, mobile and text applications that are free or at minimal costs
- We plan to create and implement a revised advertisement campaign to promote our support services and engagement opportunities campus-wide. Our overarching goal is to increase the awareness about the OMSS amongst Ferris' faculty, staff, and students that will result in an increased level of engagement with students from diverse backgrounds with one another and with the OMSS
- We plan to improve the exterior imagery, decorations, and signage outside as well as inside of the OMSS that may result in students from diverse backgrounds feeling more welcome to visit the OMSS

Moving forward, our staff will share what we learn from our research, changes and improvements at our Student Life meetings, successes as they arise within the Student Affairs newsletter, and in the Diversity and Inclusion Office newsletter. Additionally, OMSS will detail a summary of the assessment areas in next year's Assessment Highlights report.

Part III: Next Year (2019-2020)

What continuing or new assessment activities are you targeting next year (2019-2020)?

The OMSS will continue to assess our student support and engagement opportunities overall which include our daily visits, one-on-one meetings, cultural awareness programming, and our retention-based student development programs, TOWERS, and BMEN.

Office of Student Conduct (OSC)

Part I: Last Year (2017-2018)

What changes did you make as a result of last year's assessment (2017-2018)?

In our last Assessment Highlights report, the Office of Student Conduct (OSC) anticipated trying to complete a self-CAS (Council for the Advancement of Standards in Higher Education) study of our office and practices. Unfortunately, due to some unforeseen challenges, the office was not able to complete that self-study.

Part II: Current Year (2018-2019)

What are your Assessment Highlights for the current year (2018-2019)?

Assessment Area (1 of 1): Registration Holds:

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

This year, one of our initiatives was to look at students who have a registration hold placed on their account due to not completing 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?

- 4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.
    1. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
    2. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

Assessment Results:

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

- A registration hold was placed in 30% of the 659 cases where a student was found responsible for violating University policy.
- 203 holds were applied to 171 unique students.
    - 15 students were suspended or dismissed and not eligible to return to the University, the remaining 158 students had holds placed on their account as they failed to complete their sanction by the assigned due date.
- 92 students who had a hold placed on their account returned for at least one more semester.
- 58 students who had a hold placed on their account and were not academically dismissed, did not return for the following semester.
- 41 (27% of) students who had a hold placed on their account, were academically dismissed within two semesters.
- Almost 2/3 of the holds placed were from an incident where the student received an administrative warning in addition to educational sanction.

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 is our second year of looking at a registration hold as an indicator that a student may not be doing well at the University and is at risk for attrition. We are considering new practices to incorporate into our Conduct Case Manager training to encourage more intentional outreach to a student when a registration hold is being placed.

Part III: Next Year (2019-2020)

What continuing or new assessment activities are you targeting next year (2019-2020)?

For the upcoming year, the Office of Student Conduct is reconsidering the best way to follow up with students following their conduct conference. Our email surveys have experienced a drastic decrease in response this previous year. We will look at the best ways to reach out to a student following their meeting to evaluate the effectiveness of the conduct case manager, and if a student's behavior has changed.

Registrar's Office

Part I: Last Year (2017-2018)

What changes did you make as a result of last year's assessment (2017-2018)?

The Registrar's Office has continued to try to advance the University's services for Preferred First Name (PFN). Since the last assessment, we worked with IT to develop an online request form that authenticates through a student's MyFSU and does not require a student to come in person with ID to declare a PFN. Advancements are still in demand for where PFN can and cannot appear. We have been informed that further branching out with self-service banner (SSB) will need to wait until SSB 9 can be implemented. SSB 9 has some built-in functions that accommodate PFN use rather than unique special coding. The Registrar's Office is looking forward to PFNs use to continue to grow in reach and use.

Part II: Current Year (2018-2019)

What are your Assessment Highlights for the current year (2018-2019)?

Assessment Area (1 of 1): Policies:

Question: What are you assessing?

While the Registrar's Office does not "own" any policies or report to Academic Affairs (AA), the office and its staff are responsible for monitoring and/or executing many of AA's policies. Some of these policies, which intersect between the Registrar's Office and AA, have not been reviewed for accuracy in many years. It was our hope that through this assessment, these policies could be evaluated and updated where necessary. In addition, we felt that during the assessment, we might find areas where guidance or policy was lacking and new policies could be implemented.

Our main goal for this assessment was to make sure that policies were being followed, any necessary practices were consistent, and areas of misalignment were addressed. The impact of this assessment ensures we are maintaining the University standards with integrity and that students, staff, and faculty understand and acknowledge the expectations laid out in policy.

Each of AA's policies are available on the Academic Affairs website. The policy page contains the policy, the issued date, and a date that it was last revised. For this assessment, we reviewed the policies that most strongly intersected with the practices and operations within the Registrar's Office. These included:

- Repeating an Undergraduate Course – Issued 12/01/2008
- Graduate Academic Probation/Academic Dismissal Warning Policy – Issued 04/26/2016
- Management of Instructional Space – Issued 11/05/1999
- Academic Withdrawal from the University – Issue Date 09/01/2010, Revised 08/08/2016

- Academic Dean's List – No Issue date
- Academic Probation – Issue date 2/3/2009

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?

- Resources, Planning, and Institutional Effectiveness

Assessment Results:

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

Each of the below policies was reviewed in the Registrar's Office for accuracy, consistency, and implementability. After review they were brought to AA's Associate Vice Provost for Operations (AVP) for discussion and feedback. During those discussions most of the suggestions, updates, edits were supported; however, there is a process that needs to be followed when AA moves forward with changes/updates to policy language. At the last discussion, the AVP planned on researching ways to best update and implement the necessary changes. This direction was primarily for those policies in which the intention of the policy was not changing, rather than the practice by which it is implemented. In addition, the AVP was going to evaluate any changes that may need further review and approval in areas such as the President's Counsel and Academic Senate. At the writing of this assessment report, we do not have an update where these might be in the process. Of the policies listed below, the Dean's List Policy will need the greatest actual change in terms of more involvement and approval (see explanation below). The Registrar's Office understands the need for AA policy approvals, and we hope to see positive outcomes over the next academic year with these policies and more. To save space, we have listed the link where the current policy resides unless the tracked changes reflected more effectively where updates were necessary.

Repeating an Undergraduate Course – Issued 12/01/2008

In evaluation of this policy, we saw that it is inconsistent with the practice that has been in place for an unknown number of years. From our knowledge and records, the repeat process has always included graduate and professional level course work, as well as undergraduate level coursework. While our feedback suggested the language be updated to reflect such, we also acknowledge that the practice may need to also be adjusted with the need from the graduate level and professional level programs. It is our antidotal belief, based on working with the GR and PR level programs, they are aware and use the repeat policy as intended, which would only necessitate the updating of

the policy language/title. Ultimately the decision lies with AA and we only request to be kept informed if the outcome changes our practices.

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

Proposed: *Edit title to: Repeating Courses - A student may repeat a course previously taken up to three (3) times. The original course(s) and grade(s) are retained on the academic record. The grade received the last time the course is taken, excluding I, W, CR or NC, is the only grade used in computing the cumulative grade point average. Credit is given for a course only once, even though it can be repeated up to three (3) times.*

For exceptions to the limitation policy, a student may appeal to the Chairperson/Department Head of the department offering the course. In the event that the student is dissatisfied with the resolution at the department head's level, he or she may appeal that decision to the Dean's office. The dean's decision is final.

Graduate Academic Probation/Academic Dismissal Warning Policy – Issued 04/26/2016

This policy was discovered during our review. The Registrar's Office was unware of this policy and therefore its intentions are not currently being executed. Now that we are aware of this policy, our intention is to get the infrastructure set up to implement it fully.

Current:
https://www.ferris.edu/HTMLS/administration/academicaffairs/graduateprograms/documents/GraduateProbationDismissalPolicyApprovedBySenateApril2016forWeb.pdf

Management of Instructional Space – Issued 11/05/1999

Upon review, we found that the overall intentions of this policy have not changed; however the procedures of the policy have changed considerably. In addition, we found areas within the policy that is unknown to us whether or not they are taking place. In our discussion with AA, we have requested that updates in terminology be made, where there is no change to the intention, and that they might review some of the parts of the policy to see whether they are still taking place.

Current with tracked changes:

Instructional space includes all classrooms, laboratories, and other spaces owned or controlled by FSU and used for scheduled credit courses. Assignable Instructional Space (Priority Assignment): All Ferris State University instructional spaces are university resources and are administered under the auspices of the Office of the Vice President for Academic Affairs. Individual academic units (colleges, academic departments, and programs) may have "priority assignment" to designated instructional space to enable them to conduct the instructional activities necessary to achieve their assigned instructional goals. "Priority assignment" carries the following rights and responsibilities for the instructional space assigned to each academic unit:

• instructional space may be assigned to the classes offered by an academic unit for a given semester at the time each unit formulates its initial class schedule, using the rooms for which the unit has "priority assignment,"

• all instructional space assignments and events requiring the use of instructional space made after the initial class schedule are submitted shall be cleared through the Office of the Registrar,

- *Beyond priority assignment, any University staff/faculty member can reserve any instructional space, with the exception of specifically designed labs, for the special use of instruction or an event regardless of the unit who has priority assignment.*
- *Special consideration may be needed for the purpose of locking and unlocking buildings and rooms.*

• any necessary instructional space maintenance or repair shall be reported to the academic unit with priority assignment;

- *the academic unit with priority assignment or the building custodian has the responsibility to contact the University Physical Plant when an instructional space requires maintenance or repair;*
- *the academic unit with priority assignment has the responsibility to contact the relevant computer consortium or the Purchasing Office if instructional space furniture and equipment under warranty requires repair/replacement by the manufacturer;*
- *expenditure for instructional space alterations is the budget responsibility of, and must receive prior authorization of, the academic unit with priority assignment;*

• any unit that makes an alteration to an instructional space affecting seating capacity or general function must secure prior approval from the Vice President for Academic Affairs and notify the Registrar's Office

• any structural change to an instructional space must have an initial feasibility approval by the office of the University Architect, as well as approval by the Vice President for Academic Affairs and notification of the Registrar's Office

Assignable Instructional Space (Security)

During the week, the Physical Plant is responsible for the security of instructional space used for special events. Public Safety is responsible for the security of these spaces on weekends and during the summer semester.

Assignable Instructional Space (Maintenance)

General maintenance is the responsibility of the University Physical Plant with the following items included in a regularly scheduled maintenance plan:

- *chairs*
- *chalk & erasers*
- *chalk boards/white boards*
- *clocks*
- *electrical integrity*

- *floors/floor coverings*
- *lighting*
- *mechanical systems*
- *pencil sharpeners*
- *painting*
- *screens (installation)*
- *portable lecterns*
- *tables*
- *table arm chairs*
- *waste baskets*
- *utilities in specialized classrooms*
- *window dressings*
- *whiteboard markers and supplies*
- *coat racks and coat hooks*

The computer consortia are responsible for the maintenance of computer equipment residing in instructional space, as well as the maintenance and provision of access or delivery of Mobile Instructional Units and computer carts. Media Distribution is responsible for the maintenance and delivery of all other equipment brought temporarily into instructional space.

It is the responsibility of each instructional facility's building coordinator to regularly inspect classrooms for equipment not in working order or equipment that has been moved. Problems should be reported to Media Distribution, the relevant computer consortium, or the University Physical Plant.

Permanently installed equipment purchased by a unit is the responsibility of that unit, but if the equipment is broken by a temporary user, it is the temporary user's responsibility to pay for the repair.

In the event of instructional space, new construction, or renovation, it is the responsibility of the Office of the University Architect to furnish the new space specifications to the Registrar's Office for inventory file maintenance and to the relevant computer consortium regarding any computer- related equipment planned for that area.

Assignable Instructional Space (Priority Reassignment)

Instructional space utilization information may be obtained from the Office of the Registrar upon request. The Registrar's Office is authorized to reassign instructional space as petitioned by any academic unit. Reassignment determinations will be based on the following criteria:

- *indicated need demonstrated with supporting documentation by petitioning Dean's Office;*

- *evaluation, by the Registrar's Office, of current instructional space utilization of areas outside that of the petitioning academic unit;*

- *information concerning instructional space that is determined to be "assignable" by the Registrar's Office is submitted to the Vice President for Academic Affairs for final approval of priority reassignment;*

• academic units affected by the priority assignment or reassignment of instructional space will be notified by the Office of the Vice President for Academic Affairs.

Non-Assignable Instructional Space

University spaces used for specialized purposes or for program-specific instructional activities may be use-restricted to the specific function for which it is designed. These spaces are under the jurisdiction of the designated program area and are scheduled only for the specialized function deemed appropriate by that program. The Registrar's Office shall be informed in the event of any function change in any "non-assignable" space.

All Instructional Space

Any unit that makes changes in the status of space, the renumbering of rooms, and other shifts that affect the assignability of a room should report them to the Registrar's Office.

In the event there is shared responsibility for instructional space among or between divisions or units, appropriate consultations will be made between those divisions or units before utilization commitment is made.

Academic Withdrawal from the University – Issue Date 09/01/2010, Revised 08/08/2016

This policy is one that has been updated throughout the years as our regulations require us to update how we handle total withdrawals. However, upon review during this assessment, it came to light that the University has no policy language regarding student expectations for single course drops and withdrawals, deadlines for both actions, and how these are reflected on the academic record. We suggested to AA that we might want such language added to the policy, as well as a suggestion to separate policy from procedure to allow greater flexibility when procedures need changed due to regulations.

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

Proposed: *Undergraduate, graduate, and professional students seeking to withdraw from Ferris State University or drop a course must comply with the guidelines and procedures established by the Registrar's Office.*

Course Drop and Withdrawal Guidelines

Courses from which students drop by the University prescribed deadline will not appear on the student's transcript. The drop deadline is computed using at least 10% of the start and end dates of the total meeting times or a comparable date. Students are responsible for course tuition charges unless it is dropped by the deadline.

Students who withdraw by the designated withdrawal deadline will receive a W grade for the course. The withdrawal deadline is computed using the 10th week of the regular 15-week Fall/Spring Semester, or a comparable date established for Summer or any shorter Part of Term.

ACADEMIC WITHDRAWAL PROCEDURES

All Students must follow the steps below to formally withdraw or drop from course(s).

- *To initiate a withdrawal or drop from any, but not all classes, contact the Dean's Office from which your primary program is housed by the designated deadlines outlined on the Academic Calendar.*

Academic Record

The grade of "W" is issued if the withdrawal is initiated by the published withdrawal deadline. A "W" grade is not computed in a student's cumulative grade point average (GPA).

No transcript record will appear if the drop is initiated by the published drop deadline. No grade is computed in a student's cumulative grade point average (GPA) and charges for the course(s) are removed.

Student fails to formally drop or withdraw from course(s)

If a student ceases participation in a course without formally withdrawing, they will receive the earned grade based on the instructor's determination of coursework complete. That grade is computed in a student's cumulative grade point average (GPA).

If a student does not begin participation in a course, the course will be dropped from the student's record, but any tuition charges will remain.

Academic Total Withdrawal

Students, including community college consortium students, must follow the steps below to formally withdraw from the University (Official Withdrawal)

- *To initiate a withdrawal from all classes, students may complete the Total Withdrawal Form in MyFSU or by going to the Timme Center for Student Services.*
- *The contact date of student notification will be the official withdrawal date; however, the Registrar's Office may choose to use the last documented date of attendance at an academically related activity if it more accurately reflects the student's withdrawal.*
- *Community college consortium students must contact the main campus' Registrar's Office at (231) 591-2792 regardless of the number of Ferris hours they are enrolled in for a semester.*
- *Tuition, financial aid, and housing charges will be adjusted according to current University policies.*

Academic Record

Students who officially withdraw on or after the first day of the semester, up to and including the fourth (4th) calendar day, or the approved last drop day of the semester for their course(s), will have no transcript record for

that semester. After these time frames, a grade(s) of "W" or "WF" will appear on the transcript. The grade of "W" is issued if initiated by the published withdrawal deadline. This deadline is within the 10th week of the regular 15-week Fall/Spring Semester.

For a 4-week, 6-week, or 12-week term, a comparable date is established. The grade of "WF" is issued if initiated past the established deadlines. A "W" grade is not computed in a student's cumulative grade point average (GPA); however, a "WF" grade has a grade point value of zero (0.00) and is used when computing the GPA.

Student fails to formally withdraw from the University due to circumstances beyond student's control, such as illness or grievous personal injury (Unofficial Withdrawal)

If the Registrar's Office determines that a student did not begin the formal withdrawal process due to illness, accident, grievous personal loss, or other circumstances beyond the student's control, the withdrawal date will be determined by the Registrar's Office of the documented circumstances.

Academic Record

The student's academic record will be treated the same as if they officially withdrew.

Student fails to formally withdraw from the University (Unofficial Withdrawal)

If during the semester, the Registrar's Office determines a student has ceased attendance and did not follow the steps to formally withdraw, an unofficial withdrawal will be processed. The unofficial withdrawal date will be the midpoint of the semester, or in other words, the date at which 50% of the semester is completed. The Registrar's Office may choose to use the last documented date of attendance at an academically related activity if it more accurately reflects the student's withdrawal. Any office within the University that becomes aware of a student not attending a scheduled class on a repetitive basis, must notify the Registrar's Office.

Academic Record

Students who fail to formally withdraw from the University and whose withdrawal date is determined to be on or after the first day of the semester, up to and including the fourth (4th) calendar day, or the approved last drop day of the semester for their course(s), will have no transcript record for that semester. After these time frames, a grade(s) of "W" or "WF" will appear on the transcript. The grade of "W" is issued if initiated by the published withdrawal deadline, which is within the 10th week of Fall/Spring Semester or within the 8th week of the Summer semester (or a comparable date established for any shorter part of term). The grade of "WF" is issued if initiated past the established deadlines. A "W" grade is not computed in a student's cumulative grade point average (GPA); however, a "WF" grade has a grade point value of zero (0.00) and is used when computing the GPA.

To Cancel an Academic Withdrawal

Within one week from the original withdrawal notification, the student must submit to the Registrar's Office written correspondence of his or her intent to remain enrolled. If the student subsequently withdraws after canceling the withdrawal notification, the Academic Withdrawal date is the date the student first provided to

the University; however, the Registrar's Office may choose to document a last date of attendance based on an academically related activity.

Notice to Students:

Students who completely withdraw from all classes in a semester and then wish to return to the University may need to reapply for admission after a break in enrollment, not including summer. When reapplying, a student may need to contact the Financial Aid Office to request reinstatement of his or her financial aid. Summer withdrawals will not affect a student's fall class schedule and the student is not required to reapply for admission.

To remain in compliance with federal Title IV regulations, the University may change withdrawal policies without prior notification.

Academic Dean's List – No Issue date

The Dean's List language does not have a current policy letter in AA. The website of policy letters links to the language listed on the Registrar's Office. While the Registrar's Office does execute many policies for AA, we have never "owned" this policy or others related. We are uncertain when the Dean's list "fell off" as an actual policy, but we have requested AA to consider returning it as a policy for consistency. In review of the language, we found some of the language to be confusing and redundant. For example, the language outlines the requirements for part time students and full time students; however, the requirements are the same, so we are uncertain of the necessity for indicating such. As it stands, currently the execution of the Dean's List is completed in the individual colleges. Each college has their own processes for running the list and informing the students. The honor of Dean's List is not available or recorded on the students' permanent student record, and we are uncertain of what documentation the college maintains on the students who have earned placement on the dean's list. From the Registrar's Office perspective, we cannot reproduce records of that honor at the request of a student or alumni. It was also discovered that Kendall College of Art and Design operates with a different policy that includes both a Dean's List and President's List. It is our hope that through this assessment and bringing this information forward to AA, we are be able to move towards a formal policy letter. In addition, we hope that the University might be able to move towards a consistent policy for all students. If the University operates with a uniform policy for all students, we would be able to build rules in Banner that would calculate a Dean's List designation at the end of each semester and note such on a student's academic history. This process would alleviate the need for the colleges to run individual reports, and best of all, allow our students to have record on their academic transcript of their achievement.

Current:

FSU: The minimum requirements for full time students each term are: 3.5 GPA and completion of twelve FSU credit hours or more of graded course work at the 100 level or higher. The minimum requirements for

part time students each term are 3.5 term GPA with completion of at least twelve accumulated FSU credit hours of graded course work at the 100 level or higher.

Kendall: ACADEMIC RECOGNITION President's List - Full-time students who achieve a semester GPA of 3.75-4.00 are placed on the President's List. Dean's List - Full-time students who achieve a semester GPA of 3.50-3.74 are placed on the Dean's List.

Proposed: *While we did not feel it was out of place to suggest any new policy language given the impact such would have, we did request that a policy be created and encouraged AA to consider a consistent policy for the reasons listed previously.*

Academic Probation – Issue date 2/3/2009

During review, we found that the intentions of this policy have not changed the language we use and our record keeping has been updated. We have provided AA with the terms that have been used since at least the implementation of Banner and we hope for consistency with language updates.

Current with proposed tracked changes: *UNDERGRADUATE ACADEMIC PROBATION/ACADEMIC WARNING*

Academic Probation

A student is placed on probation when the cumulative GPA falls below a 2.0. This status is determined once grade calculations are processed after exam week. The student will remain on probation until the cumulative GPA increases to a 2.0 GPA or above. After two consecutive semesters of probation, a student may be academically dismissed. (See Academic Dismissal policy)

Any student who is on academic probation cannot enroll for more than 14 credit hours without receiving permission from an advisor.

The temporary grade of "I" will not prevent a student from being placed on probation. Grades of "I" are not figured into the GPA.

SEMESTER ACADEMIC WARNINGNOTICE:

A student will receive an Academic Warning if the current semester GPA falls below a 2.0. This status is determined once grade calculations are processed after exam week. The student will receive an Academic Warning each semester that the current semester GPA falls below a 2.0.

Any student who receives an Academic Warning cannot enroll for more than 14 credit hours without receiving permission from his or her advisor.

The temporary grade of "I" will not prevent a student from being placed on probation. Grades of "I" are not figured into the GPA.

Both Academic Probations and Academic Warnings are noted on the student's transcripts record.

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?

The Registrar's Office plans on continuing the conversation with AA to ensure these policies are updated. We will also try to develop a plan for continual evaluation of any policy that intersects with the department to see that they are reviewed on a regular schedule to prevent these gaps in revision time. We understand there are many maturations that a policy must go through for approval and finalization, but we hope that we can continue to encourage the forward process towards completion.

In addition, we found many other AA policies that also tie closely to the Registrar's Office or other areas that likely need to be reviewed and possibly updated. Our hope is that this assessment that reviewed a handful of policies will encourage the same for the other policies that include but are not limited to:

- Admission
- Readmission after Academic Dismissal
- Credit for Non-Credit
- Requirement of a Grade of Incomplete
- Posting Grades

Part III: Next Year (2019-2020)

What continuing or new assessment activities are you targeting next year (2019-2020)?

We would like to review and assess the following in the Registrar's Office next year:

- The Athletic Registration form (ARF) process
    - The process by which courses are confirmed as degree applicable for student athletes
- Course Scheduling processing corrections
    - The process by which departments schedule their course, and the Registrar's Office makes corrections and updates that take place once the schedule is finalized

Title IX

Part I: Last Year (2017-2018)

What changes did you make as a result of last year's assessment (2017-2018)?

Last year, we assessed the climate on campus using an anonymous campus climate survey. In our review, we learned that 60% of our respondents who reported being the recipient of unwanted sexual contact communicated their experience to a close friend. With this information in mind, training efforts from the Title IX Coordinator and the Anti-Violence Coalition have included specific content around responding to a survivor with care and empathy. The intent of this training focus is to help our campus community know how to respond to a disclosure in a way that is warm and helpful.

Part II: Current Year (2017-2018)

What are your Assessment Highlights for the current year (2018-2019)?

Assessment Area (1 of 2): Number of Disclosures:

Question: What are you assessing?

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

Assessment Category:

Question: What category does your assessment initiative fall under?

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

HLC Criterion:

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

- Integrity – Ethical and Responsible Conduct
- Teaching and Learning – Quality, Resources, and Support

Assessment Results:

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

This academic year, the Title IX Coordinator received 115 disclosures that did not feature an employee as the accused. This is a 29% increase from the previous year, and for the type of complaints, the largest increase was in the number of sexual harassment complaints received.

	2018-2019	2017-2018	2016-2017	2015-2016
Sexual Assault	45	35	21	28
Sexual Harassment	37	21	12	19
Intimate Partner Violence	34	22	14	7
Stalking	24	19	11	6
Total Alleged Policy Violations	140	97	58	60
Total Unique Disclosures	115	89	52	54

Though counterintuitive, the increase in disclosures is welcome as it helps us connect students with the support they may need to be successful, as well as identify potential climate issues on our campus. Our campus climate survey data from 2017 shows that we have not seen an increase in these incidents occurring, only an increase in reporting.

In addition to reviewing the number of disclosures received by type, we looked at who was making the disclosures. For some of the disclosures we received, multiple people reported to the Title IX Coordinator, and each of those reports is reflected in the totals below.

Referral Source	**Number of Disclosures**
Complainant	14
Dean	3
DPS	18
Faculty	22
Friend	2
Parent	1
Staff	34
Student Employee	23
Other University Title IX Coordinator	2

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?

As the number of disclosures increases, the workload on our Title IX Coordinator and deputies increases proportionally. As we continue to receive more disclosures, we should identify and train additional staff members to assist with Title IX investigations to continue to resolve these complaints in a timely fashion. Another opportunity to act on the information we assessed this year is to review the training we are offering to student employees. Student employees accounted for the second highest number of reports received, and as they are often receiving this information

from their peers, we should continue to look at ways to support them as they continue to perform their job duties.

Assessment Area (2 of 2): Responsible Employee Training Attendance:

Question: What are you assessing?

We looked at the number of people who have completed responsible employee training this year using attendance rosters from the Staff Center and individual department sessions.

Assessment Category:

Question: What category does your assessment initiative fall under?

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

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?

This year the Title IX Coordinator and Director of Equal Opportunity offered 15 sessions of Responsible Employee Training with 259 employees attending the sessions. Of those trainings, 6 were open sessions offered through the Staff Center, 3 were provided to specific academic programs, 5 were provided within Retention and Student Success, and 1 in Student Affairs.

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 year's training and attendance data helps us set a baseline for future years. An opportunity for future assessment is to look at the training records for those employees who make a responsible employee report and see when or if they last attended responsible employee training. This information would help inform the work of the Title IX Employee Education work group.

Part III: Next Year (2019-2020)

What continuing or new assessment activities are you targeting next year (2019-2020)?

Next year we will distribute our third campus climate survey which will provide an abundance of information about what is happening on and off our campus. Additionally, we will continue to assess the training the Title IX Coordinator and deputies provide to the greater community.

Another opportunity for assessment is to review the time it takes to resolve cases and how long each step in the Title IX process takes.

University Center

Part I: Last Year (2017-2018)

What changes did you make as a result of last year's assessment (2017-2018)?

We continue to evaluate and update our staff training to meet the customer's needs in the University Center.

We purchased software called Social Tables. This software allows us to provide our customers with a visual of how the conference space will be set.

Part II: Current Year (2018-2019)

What are your Assessment Highlights for the current year (2018-2019)?

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

Question: What are you assessing?

During the 2018-2019 academic year, The University Center had 4,441 reservation requests. Faculty/staff accounted for 2,536 of them, 1,428 were accounted for by registered student organizations, 312 study rooms were reserved, and 165 reservations were accounted for by non-university recipients.

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:

- How satisfied were you with our overall performance during the planning of your event?
  - 75% were very satisfied and 21% satisfied
- Did the UC Staff demonstrate a consistently high level of service?
  - 87% were very satisfied and 13% satisfied
- Overall, how would you rate the University Center – Post Event?

- 77% reported a rating of excellent and 19% reported a rating of good

The following is positive feedback that was given:

- "Great service, even when I called with more requests every day."
- "We've always been really impressed with how well our room is set up, how friendly the staff is, and how willing they are to help us with each step of the process."
- "Needs were addressed. Someone always checks in with me to see if everything is working or if I need anything else."

Examples of challenges that were reported are as follows:

- "The past two events in the ballroom have been disrupted by loud events taking place in the ballroom section next to ours."
- "No CD-ROM in my laptop we used."

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?

Our Christian groups on Tuesdays use a section of the ballroom with amplified sound and at times we have no buffer due to the request for the neighboring spaces. We will work with them to request that they restrain from using the amplified sound when there are other events, or try to move them into another space that will not disrupt other activities.

We have one laptop that has a CD-ROM driver installed on the computer. We will make sure in our technical staff training that it is available if needed.

Part III: Next Year (2019-2020)

What continuing or new assessment activities are you targeting next year (2019-2020)?

The University Center will continue to challenge our full-time and student staff to provide excellent customer service. We will also update training in areas that are identified by staff as needing additional knowledge/skills.

University Recreation

Part I: Last Year (2017-2018)

What changes did you make as a result of last year's assessment (2017-2018)?

In our last Assessment Highlights report, University Recreation was seeking to improve the tracking of outdoor rental equipment after enhancing the available inventory of equipment and increased promotion. University Recreation took information available from last year's assessment and looked to holistically provide new and innovated ways for students to experience outdoor recreation over the last year.

Part II: Current Year (2018-2019)

What are your Assessment Highlights for the current year (2018-2019)?

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

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

Over the last year, University Recreation has helped support, educate, and encourage students to take advantage of the rich opportunities for outdoor recreation available in our county. University Recreation assessed three areas to assist in evaluating our students' utilization of outdoor recreation. The first was through launching a self-created campaign titled, "Ferris GetOutside," a campaign to promote outdoor recreation through visual stories submitted by users. The second was through Geocaching, where items were hidden throughout the area and participants search for them via GPS coordinates. The last area tracked was through the outdoor equipment rental.

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?

- Ferris GetOutside had 1,163 outdoor experiences documented through photos over three campaigns.

    - The Fall 2018 campaign lasted over 4 weeks and had 63 participants who submitted 382 outdoor experiences.
    - The Spring 2019 campaign was over 4 months and had 102 participants who submitted 565 outdoor experiences.
    - The Spring Break 2019 campaign was one week long and had 70 participants who submitted 216 outdoor experiences.
- There were 35 finds through the Ferris Geocaching program.
    - Between a Rock and a Hard Place: hid on 5/2/19, **21 finds, 2 did not find**
    - Hiding in the Hollow: hid on 5/2/19, **8 finds**
    - Where the Spiders Roam: hid on 6/26/19, **1 find**
    - Deer Crossing: hid on 6/26/19, **2 finds**
    - Pine Overlook: hid on 6/26/19, **3 finds**
- Over 65 individuals, in addition to the Outdoor Club, rented equipment from our outdoor gear rentals.
    - Documented destinations included; Manistee National Forest; Marquette, MI; Muskegon River; Horseshoe Lake; Cedar Point; Wilderness State Park – Mackinaw; His House - El Paso; His House - Juarez, Mexico; Smoky Mountains; as well as local parks.

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 would like to engage with students further on what opportunities they wish to have provided in outdoor recreation and look for creative ways to provide those opportunities. It is regrettable that there has not been more participation despite the considerable effort and investment to engage students in outdoor recreation. As we evaluate the priorities of University Recreation, we will have to evaluate the return on this investment to new initiatives made in outdoor recreation.

Part III: Next Year (2019-2020)

What continuing or new assessment activities are you targeting next year (2019-2020)?

Over the next year, University Recreation is committed to evaluating the current student staff structure. The current model involves heavily staffing the building throughout the day. We are exploring options that would involve tailoring the staff toward building usage needs (higher in busier times and lighter when less busy). This will require enhanced training and new approaches to the current staff structure and duties.

We will also look into the value and impact that participating on a club sport team has on students. We will do this through a series of interviews and surveys.