

March 30, 2006

## **Division of Student Affairs**

### **Assessment Highlights**

### **2005 - 2006 Academic Year**

The following are assessment highlights from departments within the Division of Student Affairs for the 2005 -2006 academic year.

#### **Admissions & Records**

Process Assessment:

- On average, once an admissions officer received the completed file list, it took 5-6 days to take action on the files (this is an average).
- The shortest time frame for a file to be completed was two days with the longest being 28 days (during the middle of October our busiest time of the year - when most of us were on the road)
- After assessing this process, it was determined that no changes needed to be made at this time.

#### **Birkam Health Center**

- The Patient Satisfaction Survey, in existence for about eight years, assesses student satisfaction in administrative and clinical services areas of the Health Center.
- Medical Chart Evaluation, done by peer review and required by the United States Department of Health and Human Services, assesses patient charts for the proper relationship between treatment service and diagnostic codes to ensure accuracy of coding, treatment, and billing activities and documentation.
- Since the medical and psychological practitioners in our office are very assessment and evaluation-oriented as we utilize various diagnostic and treatment protocols and processes for our patients, we are very sensitive to the need for the practice of assessment at the programmatic level too.
- The Health Center will conduct the National College Health Assessment survey, in conjunction with Institutional Research and Testing, with assistance from other

departments starting this year 2005-06. This survey is part of a large national survey of college students and their health-related attitudes, beliefs, and behaviors.

## **Commencement**

- A comprehensive evaluation of the entire Commencement process was available for students and parents after both December 2005 Commencement ceremonies.
- Evaluations will be available after each of five Commencement ceremonies in May, 2006. Assessment data always includes frequency tables for such items as length of program, helpfulness of staff, quality of printed program, etc. Participants are always given an opportunity to provide additional written comments.

## **Communication Center**

Assessed our current phone system along with telecom, the end result of the assessment

- Current Phone System
  - Takes up to 2 days to change the after hours voice message
  - Can only have one voice recorded message playing per line and if you wanted to change the message you had to be on campus
  - Dependent on telecom to maintain the system
- Symposium
  - Only takes minutes to change the after hour voice message
  - Can change the message on the 800 line from anywhere
  - Track all activity on 800 lines
  - User can maintain the system

## **Financial Aid**

Training Assessment

- To determine training needs for the Financial Aid Office, Student Service Center, and Communication Center, we have prepared an 80 question financial aid assessment tool in coordination with Institutional Research and Testing. This will be used to reinforce that our staff is knowledgeable, as well as help to identify staff who need additional training. From the results of the assessment, training would be developed. This assessment tool has not been implemented yet, but will be in the near future.

Dawg Day Workshop-assessment was done on the financial needs of families during Dawg days

- It was discovered that we were not meeting the financial aid needs of families during Dawg Days. We worked in coordination with the Admissions office to develop a financial aid workshop. The 45 minute workshop allowed for more detailed information regarding the financial aid process as well as providing hands on experience for families to utilize Ferris' financial aid web page, finding the FAFSA web site, and applying for a PIN.

### **First Impressions**

Previous evaluations and assessment data indicated a need for several improvements.

- We placed tables/tents in high traffic areas which allowed us to remove tables/tents that were being under utilized.
- Maps of the Arts & Sciences Commons/Starr buildings were provided which helped students find their classes. A walking map of campus was also available at all First Impressions tables/tents.

### **Institutional Research & Testing**

- Distributed a student test-taker survey to gauge satisfaction with the testing process and to explore ways to improve our services. As a result of the assessment we discovered that while overall satisfaction with their testing experience was high, noise was a problem for nearly 1/3 of the student testers. We have implemented the following three changes to reduce noise.
  - Posted signs around the testing lab to remind people to monitor their speaking volume.
  - Installed a noise reduction mechanism in the testing lab that reduced the ability of the testers to distinguish voices and other ambient office noise.
  - Purchased new insulated headphones for testers taking examinations with an audio-listening portion.
- Supervised the web-based data collection for the National Survey of Student Engagement (NSSE) which is a national assessment instrument which asks students a variety of questions about their activities and involvement at the University. The results of the survey will be utilized by all divisions for assessment of student outcomes.

- Implemented use of SNAP survey software to assist the campus community in designing and distributing web-based surveys. In fact, we conducted nearly 50 surveys with the product over the past year. Surveys include:
  - Transfer Student Survey for Presidential Transfer Taskforce
  - Surveys for Academic Program Review including English, Dental Hygiene, Elementary Education and more.
  - Technology Assistance Center Satisfaction Survey for faculty, staff, students
- A focus group of previous SNAP survey customers revealed a high level of overall satisfaction with the service. Several participants noted that they would like the opportunity to review the survey on-line before distribution to their sample and as a result, we have made that change.

### **Minority Student Affairs**

- The Office of Minority Student Affairs significantly increased the number of assessment instruments distributed and collected from the Martin Luther King Tribute. (A total of 1,400 were collected). The assessment data collected was valuable and will be used to enhance MLK 2007 activities.
- The on-line assessment instrument for the Virtual Women's Center (designed by Institutional Research & Testing) is serving as an innovative approach to collecting valuable assessment data.

### **Orientation**

- Many hundreds of students and parents completed evaluations last summer after each Orientation session. The Orientation staff is continually making improvements based on this assessment data. For example, we have shortened and streamlined our services based on feedback from participants who requested a shorter, more condensed Orientation experience.
- We have also changed the format of the student panel to a less formal, more relaxed question and answer period. Based on assessment feedback, we have also added Club Sports and Intramural representatives to our daily array of informational tables.

### **Personal Counseling Center**

- The Client Satisfaction Survey continually assesses student satisfaction of the client-counselor relationship, usefulness of, and progress with therapy, outcomes

measures, etc. This survey has been used for about ten years at the Counseling Center.

- The Needs Assessment Survey was developed by Counseling Center staff this year to identify and assess the general student body on measures of students' problems, counseling needs, and willingness to access services. It is currently in progress and about 600 students have been surveyed this year so far.
- Program evaluations are distributed by staff to students any time a presentation is made to them so they can report satisfaction levels to staff.
- The Harm Reduction Program for second offender students with substance abuse violations is also continually evaluated with each class. This six hour educational program is mandatory but always receives very positive reviews.
- The Counseling Center coordinates a review or evaluation of the handling of mental health emergencies/crises by convening a review meeting with involved departments after each emergency. There are always a minimum three departments at each meeting which help to determine what went right and wrong and how to improve our management of emergencies in the future.
- The Counseling Center is particularly interested in going to the next level of assessment to evaluate student learning outcomes outside the classroom in conjunction with our student affairs programs. It is intriguing and much more complex to work on outcome measure development and measures of student success.

### **Rankin Center**

- We contracted with Educational Benchmarking to provide fraternity/sorority assessment to evaluate and improve the quality of our students' Greek experience.
- Installed people counters at all the entrances in Rankin Student Center to help assess consumer traffic patterns.

### **Student Leadership & Activities**

- We are in the process of completing our first on-line Volunteer Center (VC) assessment. We are assessing the volunteers on the experience of reporting the hours. We are assessing faculty to determine if they use the VC and why/why not and we are assessing the agencies that post volunteer opportunities on our website to determine if they are pleased with the system and the volunteers that are providing service to their agencies.

- For the Volunteer Center, we will use the data collected to make sure that we are meeting the needs of the VC users (students, faculty, staff and community agencies). We will make changes to our database and VC services based on the information that we receive from the assessment. This is the first assessment that we have done on the VC since we switched to the on-line system in Fall 2003. We are very excited about this assessment and feel positive that it will help us continue to serve the needs of the many users of the VC.
- For the Speaker Series, we had an incredible semester (Fall 2005) with the Sex, Drugs and Rock n Roll theme. There were more than 200 in attendance for the sex speaker, Anka Radakovich. There were more than 400 in attendance at the music piracy debate and more than 1,100 in attendance for the marijuana debate. The series was a huge success! For the Speaker Series we will continue to use catchy themes to coordinate our speakers each semester and we will continue to promote the series at the beginning and throughout the semester.

#### **Entertainment Unlimited Assessment: Highlights for 2005-2006 School Year**

- Movie Night and Caramel Apples: EU had two events on one day that helped promoted each other. This day was a smashing success, with almost 400 students making caramel apples, and the movie auditorium being filled to capacity.
- Nightcap Music Series: This music series continues to be a success. It is a great example of EU's collaboration with Residence Life, as we bring the entertainment right to the students in their residence hall. The fall semester series consisted of one Nightcap show each month, including the annual "Rocktober Nightcap" Halloween Party in Brophy/McNerney Halls (with over 300 people in attendance).
- "Mess With Your Mind" Series: In fall of 2005, EU brought a mentalist duo and a hypnotist on two separate days within one week, giving it the catchy title "Mess With Your Mind" Series. Hypnotist Tom Deluca, a Ferris favorite, and mentalist duo The Evasons, have both performed at Ferris in the past with rave reviews. Using this catchy advertising plan, we were able to get the biggest crowd ever for the Evasons (650), and the largest crowd for Tom Deluca that we have had in over five years (900).

## **Student Judicial Services**

- SJS (in conjunction with IR&T) has instituted a web-based assessment module wherein we receive feedback from students. We receive information regarding students' knowledge, understanding and perceived fairness of the judicial process.

## **University Recreation**

- In having the groups who use the Ropes Challenge Course fill out a survey it was found that they wanted more High Elements.
- We have taken the first step toward providing more high elements by expanding the parameter of the fence. By the end of this season we should have enough money to build two to four new elements.