

## **Meeting Minutes: Assessment Highlights Meeting August 16, 2013**

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**Present:** Angela Palmer, Nick Campou, Leroy Wright, Cindy Horn, Angela Roman, Kristen Salomonson, Sara Dew, Renee VanderMyde, Kathy Lake, Michael Wade, Mark Schuelke, Angela Garrey, Mitzi Day, Elise Gramza Jason Daday, Amber Kniebel, Cindy Vander Sloom, Fernando Labra

**Absent:** George Nagel, Deanna Goldthwait, Matt Chaney, Charlotte Tetsworth, Lisa Ortiz, and Eric Simone

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Leroy began by welcoming everyone to our annual Student Affairs Assessment Highlights Review meeting and thanking them for their assessment efforts and the submission of their reports. Please keep in mind that this is a draft document at this point in time. The Assessment Highlights review meeting is a good reminder of how our assessment efforts impact student learning and customer service. An agenda was given so that the group knew in which order they would present their assessment highlights. It was reminded that this event is intended to be a fun, low-key way to support, encourage, and learn from each other relative to assessment. It was asked that each presenter reflect on each of the following items when presenting:

1. Tell us about one item from your 2012-2013 Assessment Highlights that you think is most interesting, revealing, etc.
2. What assessment targets will you focus on for this coming academic year (2013-2014)?
3. How can the Student Affairs Assessment Committee help you in your assessment endeavors?

### **Admissions (Recruitment) - Angela Garrey:**

Angela Garrey was the first to present and she highlighted her assessments regarding the office location of her recruiters, campus tour opportunities, and the implementation of Target X, a new customer relations management software. Angela highlighted that bringing the recruiters back to one centralized location built morale between the team of recruiters and she would like to continue to build future morale with more team building efforts.

Prospective, current students and their family members have an opportunity to access our campus tour and information via the web or via mobile applications. These resources are available in English and Spanish languages, and soon will be expanding with additional languages. Angela highlighted that there is a good number of international students using it. A suggestion was made to have this resource available at the First Impression Tents.

### **Admissions (Process) - Kathy Lake:**

The creation and use of a check sheet for Athletes to use for Admission purposes was introduced. The checklist includes step by step instructions of what is needed in order to become admitted to the University. This project has assisted the athlete students, coaches, and parents learn about the admission process and create a smoother transition for everyone.

In the future it is the desire of the Admission office to develop a customer service satisfaction survey to be distributed to the Athletes to assess the helpfulness of the check sheet.

### **Personal Counseling Center- Renee Vander Myde:**

The Personal Counseling Center has transitioned to a software called CCAPS, This software made assessing student outcomes regarding therapy quicker. Students continue to report that therapy is helpful, with students consistently reporting improvement or complete recovery. With the new CCAPS, we will be able to view national trends in the future.

Renee is concerned that students are unaware of the direct correlation between personal counseling and academic success. It is her goal to focus on collaboration with the academic units and helping the students see the connection between personal counseling and their larger college experience. It was recommended that the Counseling Center have a presence within the FSUS classes.

### **Birkam Health Center- Renee Vander Myde:**

A user/nonuser student survey was administered to all registered students on campus in an effort to gather information on the overall thoughts, opinions, and ideas about the Birkam Health Center. Results of the survey showed that

students were unaware that they could use the facility; were concerned about the costs; based opinions on communication that they had heard from other students; and thought that the facility looked old, run down, and not well-maintained.

Several action steps were implemented to address the concerns of the students. Branding and logo changes have been made; future outreach events and advertising has been planned; a highly skilled Medical Records, Billing, Coding and Insurance Specialist has been hired; and many facility improvements are currently being addressed.

Renee would like to work collaboratively with the College of Health Professions to offer formal internships to students of FSU who are studying medical records management, healthcare administration, or nursing.

### **Center for Leadership, Activities and Career Services- Angela Roman:**

The Center for Leadership, Activities and Career Services worked with a variety of departments around campus to create a co-curricular learning newsletter that advertised all workshops and events on campus. An online survey was administered to all campus students in an effort to see if students felt that they were learning by attending such workshops/events.

Results from the surveys showed that students felt that there was more learning connected with the 5STAR events. Some of the highlights are as follows:

- 95% of students reported that they learned to communicate effectively and appropriately during a 5STAR event.
- 92% of students learned to analyze options to make informed decisions during a 5STAR event.
- 95% of students learned how to interact respectfully with diverse others during a 5STAR event.

Assessment of the Volunteer Center was also highlighted. The four identified learning outcomes of student participation in volunteering opportunities are as follows:

- Appreciation of cultural and human differences
- Sense of Civic Responsibility
- Communicating Effectively

- Personal Development

### **University Recreation Center-Cindy Horn/Cindy Vander Sloot:**

The two areas of assessment for the University Recreation Center which were highlighted were the Aquatics Learn to Swim Program and the Leadership Development Training for Club Sports.

An online registration was introduced this year for the Learn to Swim Program. An email and text message blast which informed parents of cancelations was introduced as well. A suggestion was made that parents are given examples of the times when swimming lessons might be cancelled (i.e. outside lightning, inclement weather, etc.). Parental satisfaction data showed that most parents felt the online registration was easy. Data regarding customer satisfaction revealed the following:

- 100% of parents agreed that their child's swim instructor was effective and their child was comfortable with the instructor.
- 100% of parents believed that their child's swimming skills improved.

Club Sports meetings have been restructured to include leadership training at each gathering. The Clubs who had a representative in attendance for such meetings resulted in the following successes:

- They followed their approved allocations and spent their funding.
- They completed their Evaluation Forms in a timely manner.
- They didn't require multiple visits to the office.
- The distribution of the Finance Division funding went much smoother.

### **Institutional Research & Testing- Mitzi Day:**

Mitzi introduced TALENT 2025 which is a coalition of more than 60 CEOs from major employers in West Michigan who are focused on what is needed today to ensure that West Michigan can successfully meet the workforce needs in 2025. TALENT 2025 is working with many educational stakeholders such as Ferris to follow measures that ensures a globally workforce is created by 2025. Data has indicated that our students at Ferris are graduating from our institution at rates higher than ever.

A second assessment highlight shared was regarding non-enrolling students. A survey was administered to students who accepted but did not enroll in classes at Ferris for Fall 2012. Unfortunately, response rates for this particular survey were very low and it will be decided whether to continue with this survey in the future.

### **Admissions & Records (Registrar) - Elise Gramza:**

The registration process was one assessment highlight shared by Elise. In the past, inefficiencies and defects existed during priority registration which caused concerns, frustrations, and complaints from our customers. Students with multiple priority registration attributes were of concern. As a result of informational data, priority registration has been changed. Students are now assigned a PIN and the system is now able to “see” when a student has multiple priority types and calculates which provides the earliest time on the first day and assigns a PIN accordingly.

Assessment of the new FERPA notification to students was a second highlight shared by Elise. A survey was conducted asking the following questions to our students:

- What did you learn from the FERPA notification?
- Do you feel your rights as a student under FERPA are important to understand?
- Did this notification contain information you didn't know?
- What section(s) if any could use more clarification?
- How would you prefer to receive this notification in the future?

### **Admissions/Event Programs/Orientation- Jason Daday:**

The areas of assessment highlighted by Jason were as follows: Daily Visits; The Student Recruiting Associate Program; Dawg Days; and Orientation. A strive to offer more flexibility and availability for campus tours deemed successful. Due to the high volume of visitors on Mondays and Fridays, a second daily visit is being offered.

The Student Recruiting Associate Program worked to make necessary changes to ensure student/customer satisfaction. The design of the program has been changed to include a name change, a change in wage structure, an increase in hours worked in a week, and a decrease in the number of student employees

hired. The title of Student Recruiting Associates has been changed to Student Admissions Representatives.

The assessment of Dawg Days included the format of the day, the particular time of the year, and participation of the customers (students, family members, and campus community members). Some of the sessions have been altered to maximize efficiency as well as make it more accessible to guests while at the event. The check-in process has also been modified and streamlined to make it easier for guests and more efficient for staff.

Electronic surveys were administered to the Orientation guests. The median response was “strongly agree” for such items as the following:

- The Orientation sign up process was user-friendly.
- The Orientation information mailed to me was helpful.
- The Orientation staff was helpful.
- The Check-In process was efficient.
- The length of Orientation worked well for me.
- I am glad I chose Ferris.

### **University Center- Mark Schuelke:**

Due to several new student managers and student custodians employed by Rankin Center, it was decided to expand training to include the ropes course. At the end of the ropes course, a survey was provided to the participants. Some of the key questions of the survey are as follows:

- What did you like about the ropes course?
- What did you dislike about the ropes course?
- Did getting to know each other help us create a stronger workplace environment?
- Provide an example of something you learned during training about responsibility or accountability in the workplace.

### **Financial Aid- Sara Dew:**

Continuing assessment of the financial literacy/money management presentations within the FSU 100 classes was conducted. It was suggested that it might be insightful to create an assignment for students after the presentation was given. This might allow feedback as to what they learned or which areas of improvement are needed.

Loan Debt for our Ferris students is of concern. Financial aid administered a survey to students who had loan debt exceeding \$1000. The survey is to assess students' perceptions and understanding of loan debt. The data from the survey revealed that many Ferris students are concerned about how they will repay their loans following graduation. The survey also revealed that most students do not fully understand the services that the Financial Office provides. Discussions began on how to increase the awareness of the services they provide.

### **Multicultural Student Services- Michael Wade:**

From assessing the T.O.W.E.R.S. Leadership Development Program, it was learned which form of communication was preferred by the students; on average how many promoted/advertised events the students attended per week; and what type of events/workshops/presentations the students wanted to see in the future.

OMSS plans to make improvements on the assessment tools for future cultural programs. Instead of general satisfactory surveys, a more student-learning based survey will be conducted for each OMSS event, which will include a learning outcome(s).

### **Student Conduct- Nick Campau:**

Areas of assessment for Student Conduct were Post Hearing Student Surveys and Student Demographic Data. Once a student completes their sanction and their incident is closed, a survey is automatically distributed to their FSU email account. Data from the survey indicates that most students accept responsibility for their behavior, felt that our conduct process was fair, and was treated with respect during the conduct process. Improvements to the survey are ongoing.

Demographic data was tallied for students who went through the student conduct process during Spring semester. The inquired data is as follows:

- Gender
- Race
- Age
- High School GPA
- Major
- Degree
- Spring Semester GPA
- Cumulative GPA

## **Budget Operations- Angie Palmer**

Angie shared Deanna's thoughts on incorporating budgeting into assessment for the future. Deanna would like to do this from two different standpoints:

1. An assessment on the actual budgetary data in relation to previous years' activity, trends, and analysis.
2. An assessment on the budgetary informational process. Deanna plans on sending a questionnaire to those directly involved with budgets.

Some of the items that the questionnaire will address is as follows:

- How has the transparency of the budget affected you as a Director?  
How has the transparency affected the moral or opinions in your respective areas?
- What are your budgetary needs going forward? Would you like more education on your budgets for yourself or staff members?
- Do you need more help from an operational level?
- Do you have ideas of how you would like budgetary issues handled?

Leroy Wright and Kristen Salomonson thanked everyone for their efforts and attending.

Submitted by: Angela Palmer,  
Administrative Assistant to the Dean of Student Life