FERRIS STATE UNIVERSITY
Division of Student Affairs

Assessment Highlights
2009 – 2010

Report Date: September 21, 2010

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Introduction

Assessment efforts within the Division of Student Affairs at FSU prior to 2002 were inconsistent and narrow in scope. Our efforts included rudimentary customer satisfaction surveys, occasional student activities participation data, and anecdotal impressions based solely on the intuition of staff members. In addition, we neglected to document our assessment efforts. The results were seldom recorded and rarely used to inform improvement in Student Affairs. We did not have a shared sense that assessment was critical at both the departmental and divisional level. There was no coordinated or systematic attempt to develop and maintain a comprehensive assessment program within Student Affairs. A "culture of assessment" within Student Affairs had not yet been developed.

Early in 2002, Dan Burcham, Vice President of Student Affairs, recognized the importance of developing a comprehensive program of assessment. He charged Mike Cairns, Associate Vice President, with coordinating the assessment process within Student Affairs. Mike recruited Kristen Salomonson, Dean of Enrollment Services and others to form the first Student Affairs Assessment Committee. Over the years this committee, the Student Affairs Directors and others have worked hard to develop an array of ongoing assessment initiatives.

The current Student Affairs Assessment Committee consists of:

> Mike Cairns (co-chair)
> Cindy Horn
> Angie Mishler
> Kristin Norton
> Lisa Ortiz
> Angela Roman
> Kristen Salomonson (co-chair)
> Leroy Wright

All of our departmental and divisional assessment work is an ongoing learning process. We are constantly assessing our assessment initiatives. We have tried numerous ways to develop, chronicle and share our assessment efforts. The current approach of having each department report on their assessment highlights has proven effective.

The following are highlights of the assessment initiatives from the Division of Student Affairs for the 2009-2010 academic year.

Admissions (Recruitment)

Submitted by: Troy Tissue

Assessment Area (1 of 3): Orientation Student Interest Survey

Question: What are you assessing?

During the summer Orientation sessions of 2010, a Student Interest Survey was provided to prospective students (at this writing, the survey is still being administered). The survey quires interest each participating prospective has in gleaning additional information regarding University program offerings. Specifically, if additional information is desired, this is followed up in electronic communications prior to the commencement of Fall academic class sessions. This 'customer driven' instrument provides a communication stream from Admissions to the prospective student never previously realized during the dormant recruitment period between registration and the student's attendance of Fall classes. Survey results will be shared with collaborative orientation partners such as Academic Colleges Administrator, Academic Counselors, and Student Affairs administrators.

The method which data was collected included an electronic survey provided to customers in the Registration rooms of summer orientation. The survey included two identifier questions (student ID# and date of birth) and three overhead topical questions in the areas of (1) Academics & Support, (2) Athletics & Recreation, and (3) Campus Life. Each of these questions also included subset questions which expanded upon the initial subject area of the overhead questions which included:

Academic Calendar	Academic Support & Tutoring Services	College Readiness
Study Skills Assistance	Test Anxiety	University Library
Class Locations	Club & Intramural Sports	Student Recreation Center
Fitness/Wellness	Disabilities Services	Multicultural Student Services
Parking On-Campus	On-Campus Employment	Registered Student Org.
Student Leadership	Study Away	The Big Rapids Area
Volunteer Center		

Electronic communications (e-mail content) to customers as a result of their survey answers were met with 'open rates' as high as 39.61% for On-Campus Employment, 39.05% for Class Locations, and 38.51% for College Readiness. The overall 'open rates' averaged 31.11% for the entire survey communication stream.

Assessment Category: Orientation Student Interest Survey

Question: What category does your assessment initiative fall under?

This falls into the Customer Satisfaction/Customer Service category of assessment.

Assessment Results: Orientation Student Interest Survey

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

At their request, students will receive additional university programming information in one or more of the follow categories:
- Academics & Support
- Athletics & Recreation
- Campus Life

Actions Based on Assessment: Orientation Student Interest Survey

Question: What changes/improvements are planned as a result of what you have learned?

Future informational surveys during Orientation periods will be adjusted to meet prospective student's needs and University programming offerings.

Assessment Plans: Orientation Student Interest Survey

Question: What are your future assessment plans?

Future assessment plans include the continuation of surveys during Orientations sessions.

Assessment Area (2 of 3): Out-State Recruitment

Question: What are you assessing?

Declining Michigan high school graduation population rates, coupled with the State's economic decline and out-bound migration of Michigan residents during the past three year necessitated the expansion of the University's prospective recruitment pool for undergraduate admission. Examples of increased programming efforts of out-state recruitment include:
- Scholarships (Great Lakes)
- Internet based college search vendor partnerships
- Recruitment personnel deployed to out-state recruitment venues
- Electronic and print communications

Assessment Category: Out-State Recruitment

Question: What category does your assessment initiative fall under?

Other - Student Support Activity

Assessment Results: Out-State Recruitment

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

The University has realized an increase in applications for admission in undergraduate enrollment from targeted state population groups outside of the State of Michigan. This statistical increase is a direct result of increased programming as mentioned above.

Actions Based on Assessment: Out-State Recruitment

Question: What changes/improvements are planned as a result of what you have learned?

The following programming changes/improvements have resulted:
- Increased purchasing of ACT and CollegeBoard score/name purchases in targeted states.
- Increased vendor partnerships for on-line college search programming.

Assessment Plans: Out-State Recruitment
Question: What are your future assessment plans?

The Office of Admissions & Records will continue to monitor, research, and engage with effective methods of recruitment programming which will result in projected increased offers of admission to out-state targeted prospective student populations.

Assessment Area (3 of 3): Daily Campus Visit Program
Question: What are you assessing?

The Office of Admissions and Records offers survey instruments to campus visitors (prospective students and/or family and friends) in attendance of the Daily Campus Visit Program. These instruments are administered at the conclusion of the visitation program/experience and are immediately collected and reviewed by Enrollment Services staff membership.

Assessment Category: Daily Campus Visit Program
Question: What category does your assessment initiative fall under?

This falls into the Customer Satisfaction/Customer Service category of assessment.

Assessment Results: Daily Campus Visit Program
Question: What did you (or your students) learn as a result of what you assessed?

Review of data collection resulted in Admission and Records staff learning the following:
- The Timme Center for Student Services (CSS) is the 'start point' for the daily campus visit experience offered by the Office of Admissions and Records. This choreographed visit programming is offered Monday-Friday and commences at 10:00am. Often, campus guests of this programming were not able to gain accessible parking for their vehicles in the proximity of the CSS; thus, parking great distances from the building and resulting in their being late for the visitation program experience.
- Prospective students and /or family and friends have a low perception of the quality and value of student housing offered to incoming students of the University.

Actions Based on Assessment: Daily Campus Visit Program
Question: What changes/improvements are planned as a result of what you have learned?

Based upon review of survey results and the collaboration of multiple campus partners; 12 parking spaces were identified as 'reserved' for Admissions guests and visitors on a daily basis from the times of 8am-12pm. The proximately of this reserve parking is located within lot 37 and is within a comfortable walking distance from the CSS building. The times of the reserved spaces also allows for university student commuter and staff parking in the afternoon time periods, a low volume time for campus guests. Surveys from Daily Campus Visit programming guests no longer reflect overall negative experiences with parking for the visit experience.

Assessment Plans: Daily Campus Visit Program
Question: What are your future assessment plans?

Future plans include communications and liaison with Finance Division and Residential Life Housing administrators to explore improvements in the on-campus housing venues of incoming freshmen students; thereafter, offering a perceived 'value added' housing experience for underclassmen populations.

Admissions (Process)

Submitted by: Charlotte Tetsworth

Assessment Area (1 of 2): Career Days – Michigan Career Pathways Daily Visit Program

Question: What are you assessing?

The Admissions Office provides a local student visit program focusing on the Michigan Career Pathways as the central theme. In addition to providing Career Pathways learning and exposure students are provided a campus experience and experiential team building opportunities through cross divisional collaborative efforts.

Assessment Category: Career Days – Michigan Career Pathways Daily Visit Program

Question: What category does your assessment initiative fall under?

Customer Satisfaction/Customer Service (Survey results, etc.)

Assessment Results: Career Days – Michigan Career Pathways Daily Visit Program

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

The survey instrument provided documentation that the program was well received by local students. Students indicated that they were mostly very satisfied with the day's events and most students indicated the day provided an increased interest in Ferris State University.

Actions Based on Assessment: Career Days – Michigan Career Pathways Daily Visit Program

Question: What changes/improvements are planned as a result of what you have learned?

The instrument provided us with information as to what campus experiences to provide in the future, such as less structured experiential learning experience.

Assessment Plans: Career Days – Michigan Career Pathways Daily Visit Program

Question: What are your future assessment plans?

Visitation programming criterion is continuously reviewed by administrative members of Enrollment Services.

Assessment Area (2 of 3): Transfer Articulation Process

Question: What are you assessing?

The Transfer Articulation process includes transfer credit entry of transcripts, transfer course evaluation and continual update of training and processes related to transfer students.

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

Customer Satisfaction/Customer Service (Survey results, etc.)

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

Through cross divisional communication staff in both Admissions Transfer area and Dean's offices have honed the entry and training processes involved with the manual entry of transfer work. Tricks and tips have been shared to help lessen the errors associated with manual entry of transfer credit.

Actions Based on Assessment: Transfer Articulation
Question: What changes/improvements are planned as a result of what you have learned?

The instructions associated with transfer credit entry have been revised for more efficient training and understanding.

Assessment Plans: Transfer Articulation
Question: What are your future assessment plans?

Continual assessment of the process is on going through collaborative semester meetings in order to keep abreast of changes in the Banner system and staff changes.

Assessment Area (3 of 3): Staff Exploration
Question: What are you assessing?

Staff Exploration of current duties and time allotment for said duties performed by current staff members.

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

Customer Satisfaction/Customer Service (Survey results, etc.)

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

Staff completed exploration forms and reported current duties, time allotted for duties, job satisfaction, self-exploration, problem solving, and administrative assistance requests. These explorations proved helpful to staff and administration when looking at work assignments and staff ratio as well as identification of strengths and weaknesses of current staff.

Actions Based on Assessment: Staff Exploration
Question: What changes/improvements are planned as a result of what you have learned?

The exploration assisted administration in redistribution of duties as a result of recent retirements. Additionally, assessment has allowed for redistribution of duties according to strengths of staff.

Assessment Plans: Staff Exploration
Question: What are your future assessment plans?

Annual Staff Exploration is planned for continual process improvement and staff satisfaction.

Birkam Health Center

Submitted by: Paul Sullivan

Assessment Area (1 of 2): Medical Chart Compliance Program

Question: What is being assessed?

A Health Center Committee conducts an on-going Compliance Program required by the Federal Department of Health and Human Services (DHHS). This program is an assessment or audit of medical charts pulled on a random basis to evaluate coding and billing practices, appropriate documentation, evaluation and management practices, and reasonable and necessary services. Such chart audits keep the university compliant with the law, and reinforces good documentation, coding and billing. This practice influences the quality of our medical practice to ensure that student patients have the best quality of medical care.

Assessment Category: Medical Chart Compliance Program

Question: What category does this assessment initiative fall under?

This falls under Customer/Patient Service as related to professional quality of service.

Assessment Results: Medical Chart Compliance Program

Question: What was learned as a result of this audit?

Medical Chart Audits (compliance) are conducted periodically during fall and spring semesters on a per service basis as mandated by the DHHS. Results have never demonstrated a case of upcoding or over-billing, never showed a case of inappropriate billing or unreasonable or unnecessary service to a patient. Diagnosis codes are found to be correct and documentation is reasonable. Charts from new providers this year have also been reviewed and those providers have been advised about minor issues.

Actions Based on Assessment: Medical Chart Compliance Program

Question: What changes or actions are planned as a result of this assessment initiative?

Chart documentation is discussed with appropriate personnel and discussed in general at various staff meetings. While chart compliance is mandatory, it serves to enhance everyone's understanding of good practices and procedures which positively impacts the quality of medical care for our students.

Assessment Plans: Medical Chart Compliance Program

Question: What does the future hold for this initiative?

This practice will continue to be a routine assessment procedure at the Health Center. It will continue to benefit our student patients, staff, and the university.

Assessment Area (2 of 2): Patient Satisfaction
Question: What is being assessed?

Patient satisfaction of our Health Center from the beginning to the end of the patient encounters is being evaluated. A paper and pencil questionnaire using a scale from Strongly Agree to Strongly Disagree is given to a sample of students who complete the instrument and place it in a closed box in the Waiting Room. Any constituents of the University could be interested in the outcomes as a result of this survey.

Assessment Category: Patient Satisfaction
Question: What category does this initiative fall under?

This falls under the Patient Satisfaction/Learning Outcomes initiative.

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

Student patients were very candid in rating their experiences with staff areas at the Health Center. A significant number were displeased with one individual while most were very or extremely happy and satisfied with the vast majority of services and personnel, professionalism, quality of service, timely treatment, etc.

Virtually all student patients reported that they would return to the Health Center for their treatment. Most students think that good health helps them attend or return to classes.

Some students would like expanded services, x-ray facilities, and week-end availability.

Actions Based on Assessment: Patient Satisfaction
Question: What was learned as a result of this audit?

Results are reviewed continually.

Staff has strived to offer a patient friendly service and propose more services.

Assessment Plans: Patient Satisfaction
Question: What does the future hold for this initiative?

Distributing and collecting more questionnaires and arranging for electronic tabulation of results will occur this year.

Career Services

Submitted by: Angela Roman

Assessment Area (1 of 3): Implications of Resume Critique Service

Question: What are you assessing?

Resume critiquing is our largest service we provide and is typically offered on a daily basis. We have never assessed this service however. We want to know how student preferred to get their resume critiqued, what they learned during this process, and finally did their resume, with our suggested changes, get them an interview or increase their responses from employers. This year, we moved resume critiques to being an email process; we collected basic information and electronically surveyed all students who received this email resume critique. The Career Services staff can use this information to make sure we are offering timely and adequate resume services and to tell us that our resume suggestions are assisting students in getting interviews with employers, the true test of our success. We also believe students, faculty/staff, and administrators would be very happy to see that we are teaching students and our results are very good. The assessment information is gathered in a written report using data and graphs and posted on our website. Smaller statistics gleaned will be used in workshops and when selling our services to students. We also sent the assessment results back to the students we invited to take the survey.

Assessment Category: Implications of Resume Critique Service

Question: What category does your assessment initiative fall under?

Student learning outcomes, satisfaction of service, and recommendations for future resources

Assessment Results: Implications of Resume Critique Service

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

We completed 190 email resume critiques during the year. From those that completed the survey: 73% stated email critique is the best way to receive a critique, 94% were likely to recommend the resume critique process to others, 71% of students who made the resume changes received an interview, 79% of students feel their updated resume contributed to a better response rate from employers, students state they learned what we wanted them to. We also learned that students are interested in Live Chat with CS staff during business hours, resume workshop by an employer and 1:1 appointments to receive additional resume assistance.
 Students learned:
- Resume needs to be more specific to the employer and not in general
- Order of information is important
- Good resume having a brief and simple description
- Very helpful service
- Thought I needed to include things that weren't necessary
- What is important to focus on and make stand out in your resume
- What employers are expecting from me
- Everyone has their own ideas on how to write a resume
- Construct a resume that is very effectiveCareer Services staff learned:
- Our resume guidelines are in line with what employers are looking for which supports our statement of purpose to offer "real-world" information and experiences.

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

- Students prefer an email resume critique. This was a new offering this year instead of walk-in resume critique hours.
- We are teaching students how to create an *effective* resume

Actions Based on Assessment: Implications of Resume Critique

Question: What changes or improvements do you plan to make as a result of what you have learned?

We are going to continue the web based survey at the end of the year because response rate was ok and we enjoyed learning if the resume was successful to employers. We are going to create a general resume rubric to assist CS staff in quickly reacting to the increase in demand for resume reviews. Survey participation was low at 34 out of 180 completed.   We are going to change the time frame to send out survey just after graduation and reminders to complete survey. We will also tell students at time of critique will be sending out a survey at the end of the year.

Assessment Plans: Implications of Resume Critique

Question: What are your future assessment plans?

We are very pleased with the results of our special assessment projects this year.   We will be continuing what we have been doing and planning on emphasizing assessment next in the following areas:
- Increase in knowledge about the Career Development Process
- Implications of mock interviews

Assessment Area (2 of 3): Increase in Awareness of Career Services Office

Question: What are you assessing?

We asked students in 2008 – 2009 about what Career Services programs they have used and we had a very high 58% of students that we presented to in the classroom had never used any offering of Career Services.   8% used our online recruiting system, 12% visited our office, and 22% had visited our website. Additionally, we moved office locations that provided a more customer friendly environment and larger location where we were not combined with another department.   We wanted to know if our marketing, new location, and relationship building have contributed to an increase in awareness of Career Services.   To do this, we continued to assess all classroom presentations and open workshops. A paper survey asked students to check what services they have utilized.   We also began tracking how many people we served in our new office and on the phone.   We will use this information to decide if our marketing efforts are successful and if more students are using our services. The information will be provided to staff and administrators to support the decision to relocate the Office of Career Services and make decisions to increase marketing and where to advertise.

Assessment Category: Increase in Awareness of Career Services Office

Question: What category does your assessment initiative fall under?

Participation numbers

Assessment Results: Increase in Awareness of Career Services Office

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

We had 2,908 people call our office for assistance and 1,180 people walk-in for assistance over the past year. Although we didn't keep such records for the prior year, from appointment records this is a tremendous increase in activity in our office. According to the surveys completed in our workshops, we see an increase in awareness of our services by 8%. The increase is seen in those using Bulldog CareerLink and attending classroom presentations.   We learned that increased awareness is improving but still very much a priority for us.

Actions Based on Assessment: Increase in Awareness of Career Services Office

Question: What changes or improvements do you plan to make as a result of what you have learned?

We are going to use a student employee to be on top of advertising for our events and services. We are also going to do a large campaign to promote Bulldog CareerLink, which will increase awareness of our office. We will continue to track these numbers to ensure we see progress.

Assessment Plans: Increase in Awareness of Career Services Office

Question: What are your future assessment plans?

We are very pleased with the results of our special assessment projects this year.   We will be continuing what we have been doing and planning on emphasizing assessment next in the following areas
- Increase in knowledge about the Career Development Process
- Implications of mock interviews

Assessment Area (3 of 3): Increase in student knowledge of importance of leadership and community activities on future career options

Question: What are you assessing?

With the slow and highly competitive economy we are seeing, we wanted to educate students on the importance of gaining outside of the classroom skills to compliment their degree. This gives students skills that will make them stand out from their competition.   Employers and research tell us that leadership skills and the personal skills that community service provides is something they are most interested in.   We included this information in all workshops and classroom presentations and wanted to assess if the information we provided was increasing student knowledge of the importance of leadership and community activities on future career options.   The information will tell us if we are presenting the information adequately.

Assessment Category: Increase in student knowledge of importance of leadership and community activities on future career options

Question: What category does your assessment initiative fall under?

Student learning outcome

Actions Based on Assessment: Increase in student knowledge of importance of leadership and community activities on future career options

Question: What changes or improvements do you plan to make as a result of what you have learned?

We are very excited about this number as students understand how leadership and community service are important to their career.   87% of students stated in a workshop setting, stated we had moderately to extensively increased their knowledge of the importance of leadership and community service to their career.

Assessment Plans: Increase in student knowledge of importance of leadership and community activities on future career options

Question: What are your future assessment plans?

We are very pleased with the results of our special assessment projects this year.   We will be continuing what we have been doing and planning on emphasizing assessment next in the following areas:
- Increase in knowledge about the Career Development Process
- Implications of mock interviews

Counseling Center

Submitted by: Paul Sullivan

Assessment Area (1 of 2): Counseling Therapy - Therapeutic Outcomes

Question: What are you assessing?

The Counseling staff studied the following dimension of assessment in terms of Therapeutic Outcomes. It is accepted that Therapeutic Outcomes are equal to, or perhaps more meaningful to the counseling process compared to Learning Outcomes.

Therapeutic Outcomes as measured by the nationally-normed instrument, the Outcomes Questionnaire 45 (OQ-45), measures change in Symptom Distress, Interpersonal Relationships and Social Role Performance to determine effectiveness of the therapeutic process with our students.

Since psychological counseling is our main mission, our hope is that the therapeutic process leads to a reduction and severity of symptom distress from the first intake session to later sessions or by termination of counseling. Is the student feeling better, staying the same or getting worse according to the OQ-45 which is completed by the student at each session? Stakeholders include the student, therapist and the university. The outcomes are reported confidentially and anonymously. Only a sample of students was reviewed. In the future, the OQ-45 will become electronic and the entire population of our clients will be assessed on this dimension.

Assessment Category: Counseling Therapy- Therapeutic Outcomes

Question: What category does your assessment initiative fall under?

This category is classed as: Other: Therapeutic Outcomes

Assessment Results: Counseling Therapy - Therapeutic Outcomes

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

One hundred fifty-nine students were randomly selected for assessment. The results are as follows: none (0) got worse, 43 students stayed the same, 43 improved, and 73 students recovered. Therefore, 116 of 159 improved or recovered as a result of the therapeutic process at the Counseling Center.

Actions Based on Assessment: Counseling Therapy - Therapeutic Outcomes

Question: What changes or improvements do you plan to make as a result of what you have learned?

Continue to provide the highest quality therapeutic process to our students with psychological problems.

Assessment Plans: Counseling Therapy - Therapeutic Outcomes

Question: What are your future assessment plans?

- Develop a means to study the students who stayed the same as a result of counseling intervention.
- Consider additional therapeutic assessment outcomes instruments which would validate or challenge the data.
- Study other outcomes measures such as satisfaction and learning outcomes to assess counseling

Assessment Area (2 of 2): Student Satisfaction and Learning Outcomes

Question: What are you assessing?

We ask students about their satisfaction with our services and what they learned about themselves, as well as what skills and knowledge they acquired while in the counseling process.

A paper and pencil questionnaire is given to students who respond to a series of Likert-scale items related to satisfaction with their counselor and what they learned in counseling. Several open-ended questions are also asked of them.

Counseling staff including the director review the results so that attention is given to satisfaction and self-learning outcomes.

Assessment Category: Student Satisfaction and Learning Outcomes

Question: What category does your assessment initiative fall under?

This falls under Student Satisfaction/Customer service as well as Student Learning Outcomes.

Assessment Results: Student Satisfaction and Learning Outcomes

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

Students overwhelmingly reported strong satisfaction with their counselors in the first ten questions related to respect, professionalism, safety, confidence, and acceptance. Most students reported improvement or significant improvement in problem-solving skills, reducing distressing emotions and behaviors, self-management, healthier lifestyle, self-esteem, identity, and academic performance. Students wrote that they appreciate the opportunity to deal openly, honestly, and safely with their mental health problems and that they would recommend counseling to their friends.

Actions Based on Assessment: Student Satisfaction and Learning Outcomes

Question: What changes or improvements do you plan to make as a result of what you have learned?

Continue to build on this positive study by working on counselor self-care and enhancing professional skills. Conduct more evaluation on the connection between grades, graduation rates of counseled versus non-counseled students.

Assessment Plans: Student Satisfaction and Learning Outcomes

Question: What are your future assessment plans?

This initiative will be transformed into an electronically – scored and tabulated process and more effort will be taken to survey all student clients of the Counseling Center.

Financial Aid

Submitted by: Rob Wirt

Assessment Area (1 of 1): Student/Parent Understanding of Financial Aid

Question: What are you assessing?

One of our main goals in the Office of Scholarships and Financial Aid is to gauge the ability of our students and families to know and understand our aid programs, our methods of communication, and our processes. We are constantly searching for ways to improve these elements and be as efficient as possible.

Assessment Category: Student/Parent Understanding of Financial Aid

Question: What category does your assessment initiative fall under?

This falls into all 3 of the categories of Customer Satisfaction/Customer Service, Participation/Usage, and Student Learning Outcomes.

Assessment Results: Student/Parent Understanding of Financial Aid

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

Even though we went through a very similar process last year, we did go through our website and redesign it to make it easier to navigate, as well as be more consistent with the rest of the university's web presence. We learned that students were beginning to better understand concepts like Financial Aid Satisfactory Academic Progress (SAP) through the number of questions we received when we sent our SAP letters to students. Again, we had done a major overhaul of the SAP process previously, but this year we again changed our letters and Banner codes to make it easier for our students to understand what they needed to do and what their financial aid eligibility status was.

Actions Based on Assessment: Student/Parent Understanding of Financial Aid

Question: What changes/improvements are planned as a result of what you have learned?

- Completed re-engineering of financial aid website
- Continue to review SAP process and letter language for improvements
- Work with FSUS classes to provide financial literacy information to students

Assessment Plans: Student/Parent Understanding of Financial Aid

Question: What are your future assessment plans?

We are considering holding more financial literacy events on campus and then collecting information on what students learned at these events. Our previous attempts have met with various degrees of success. At one FA workshop we held, at the request of a department on campus, we had no participants show up. We presented at FSUS classes, which went very well.

Institutional Research & Testing (IR&T)

Submitted by: Kristen Salomonson

Assessment Area (1 of 1): Student Engagement Responses via the NSSE – Freshman & Seniors

Question: What are you assessing?

Student Engagement Responses via the NSSE – Freshman & Seniors.

Assessment Category: Student Engagement Responses via the NSSE – Freshman & Seniors

Question: What category does your assessment initiative fall under?

This falls into the category of Student Learning Outcomes.

Assessment Results: Student Engagement Reponses via the NSSE – Freshman & Seniors

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

The results of this year's implementation of the NSSE will be examined in connection with our previous administrations to examine trends in a variety of activities and experiences related to student learning. In previous years of the NSSE, our students rated some of their learning experiences as better than those of our comparison group, while some did not compare favorably. For example, one area where we score highly in the past is a student's ability to develop relationships with faculty and staff at Ferris. One area where we do not compare as well with other institutions is the length and frequency that papers are required as class assignments. There are over 65 items on the NSSE and these results provide a rich opportunity to gauge the level of engagement our students experience and how that helps to shape their learning outcomes.

Actions Based on Assessment: Student Engagement Responses via the NSSE – Freshman & Seniors

Question: What changes/improvements are planned as a result of what you have learned?

In collaboration with Academic Affairs, a University-wide study group for the NSSE results has been created. This is an open forum where results of the NSSE are discussed, and implications for pedagogical improvements can be initiated. For the first time, the complete set of results will be examined and goals will be set to insure we fully utilize these valuable data. One change that the committee suggested last year was to alter the comparison group for the NSSE. The group now contains a mixture of other public institutions in Michigan, as well as institutions of similar size and mission across the U.S.

Assessment Plans: Student Engagement via the NSSE – Freshman & Seniors

Question: What are your future assessment plans?

The next administration of the NSSE will be in Spring 2012, continuing with our traditional every-other-year cycle.

Office of Multicultural Student Services (OMSS)

Submitted by: Matthew C. Chaney

Assessment Area (1 of 2): "Imagine More" Student Life Bus Tour

Question: What are you assessing?

"Imagine More" Student Life Bus Tour - High School Students – The intended learning outcomes is for the high school students participating or witnessing the bus tour presentation to learn about the many academic programs that are offered at Ferris State University. The students will learn what academic support services are offered and other student support resources that are available on campus. Also, students learn about the application process for college and the financial aid process. They learn the important due dates associated with both processes. Our main goal in assessing the students is to determine if they are learning the college preparation material and what we can do to improve the tour. We assess this initiative via paper and pencil surveys.

"Imagine More" Student Life Bus Tour – RSO Participants – The intended learning outcomes for the tour participants includes the development of good presentation and public speaking skills. Students learned effective time management skills as it relates to coordinating rehearsal times, etc. They learned how to be flexible in the delivery of their presentations as each venue that they presented at was typically very different. They learned the importance of professionalism and how to be effective ambassadors. The students learned how to effectively work in teams. We have coordinated a Student Leadership/Appreciation reception to honor the hard work and dedication of all bus tour participants and to offer feedback on how we can continue to improve the tour. Also, students who participated on the tour became reacquainted with the programs and resources available to them on campus. We assess our student a participants via paper and pencil surveys and during verbal debriefings after each school visit.

Assessment Category: "Imagine More" Student Life Bus Tour

Question: What category does your assessment initiative fall under?

Our assessment measures Student Learning Outcomes and Customer Satisfaction both from a RSO participant perspective and High School Student perspective.

Assessment Results: "Imagine More" Student Life Bus Tour

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

"Imagine More" Student Life Bus Tour – High School Students
- The benefit of a university education particularly at Ferris State University verses going to a community college or other institution
- They learned about the various student support services and resources available on campus
- They learned about the different student groups on campus
- They learned about various leadership development opportunities and benefits
- They learned about the admissions process including requirements and when to apply
- Students learned about how important H.S. GPA's and financial need can play in qualifying for federal financial aid & scholarships; also learned the importance of filing a FAFSA application on time

"Imagine More" Student Life Bus Tour – RSO Participants
Bus Tour Participants:
- Learned leadership skills, presentation and public speaking skills
- Learned how to speak to diverse audiences and how to adapt to different speaking environments
- Learned time management skills
- Learned professionalism and decorum
- Participants learned the importance of teamwork
- Learned how to be good ambassadors for the institution
- Learned accountability and flexibility

Actions Based on Assessment: "Imagine More" Student Life Bus Tour

Question: What changes or improvements do you plan to make as a result of what you have learned?

"Imagine More" Student Life Bus Tour – High School Students
- Improvements we would make is earlier coordination with high school administrators on our needs, and confirmed times and locations of presentations
- Better coordinate numbers of high school students in attendance so that we may bring adequate amounts of information to handout
- Better communication of on-site admissions opportunities for senior and junior high school students

"Imagine More" Student Life Bus Tour – RSO Participants
Bus Tour Participants:
- Coordinate earlier preparation of bus tour presentations through the scheduling of rehearsals
- Making sure that all participants have uniform or FSU apparel for presentations
- Work on continual improvement of student presentations and stage presence skills
- Continue to communicate clear expectations, deadlines, etc.
- To continue to engage the high school students and answer their important questions before and after presentations

Assessment Plans: "Imagine More" Student Life Bus Tour

Question: What are your future assessment plans?

- To use the current paper evaluations, and provide opportunities for high school students and administrators to provide feedback both in person and online
- Try to as much as we can assess the learning outcomes of both high school students and bus tour participants by entertaining several forms of communication i.e. paper, email, etc.

Assessment Area (2 of 2): T.O.W.E.R.S. Multicultural Leadership Development Program

Question: What are you assessing?

Teaching Others What Establishes Real Success (T.O.W.E.R.S.) was implemented to stimulate a movement of conscious leaders who are focused on personal growth and development and global awareness. Upperclassman (Leaders) are matched with underclassmen (Protégé's) who participate in interactive presentations and workshops, discussions and other events sponsored by the Office of Multicultural Student Services. Below are goals O.M.S.S. has accomplished through implementation of the program:

- For incoming students to be assisted in their transition from high school and/or community college to Ferris State University.
- For participating students to understand the importance of multiculturalism and inclusion as it relates to their leadership development, their overall college experience, and future careers.
- For participating students to take advantage of student support services/areas & resources as well as actively support multicultural events at Ferris State University.
- For participating students to become culturally competent and be leaders in their respective careers and society.

Each event sponsored is assessed through T.O.W.E.R.S.' pre/post event focus group discussions, and written assessments. In addition to events and learning outcomes, the structure of the program is evaluated by O.M.S.S. staff and participating students.

Assessment Category: T.O.W.E.R.S. Multicultural Leadership Development Program

Question: What category does your assessment initiative fall under?

Our assessment measures Student Learning Outcomes from FSU student participants' perspectives.

Assessment Results: T.O.W.E.R.S. Multicultural Leadership Development Program

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

FSU Student Participants, Events, Overall program:

- Learned resources that will assist in transition to college from high school, and resources to assist with graduation
- Learned how understanding and acceptance of cultures can assist with leadership development
- Students learned about the importance of academic progress, financial aid and scholarships
- Learned skills through participation in events & workshops to better them as a student and campus leader
- They learned about various leadership development opportunities and benefits of being involved on campus
- Participants learned the importance of getting involved on campus early on can help assist in making their overall college experience a success
- Students learned that involvement in T.O.W.E.R.S. helps to develop the confidence needed to move into a leadership role

Actions Based on Assessment: T.O.W.E.R.S. Multicultural Leadership Development Program

Question: What changes or improvements do you plan to make as a result of what you have learned?

FSU Student Participants, Events, Overall program:
- Events we would coordinate to have a more student-led approach
- Will implement intense training at the beginning and throughout the year for upperclassman to become better leaders and mentors to freshman
- Clearer communication to all participants of program expectations, purpose, etc., through an orientation program

Assessment Plans: T.O.W.E.R.S. Multicultural Leadership Development Program

Question: What are your future assessment plans?

- To include specific learning outcomes into the assessment of events
- To implement program changes if need be immediately instead of at end of academic year
- Try as much as we can to add opportunities to grow program throughout the semester for students who may not have had the opportunity to sign-up at the beginning

Office of Student Conduct

Submitted by: Kristen Norton

Assessment Area (1 of 3): Student Survey

Question: What are you assessing?

A survey was developed with the intent that it would be distributed to all students who participated in the conduct process during the 2009-10 academic year. In actuality, due to communication issues and follow through problems the survey was unfortunately sent to a small sample of the students we met with. The survey was designed to assess whether we were meeting our student learning outcomes:

- Students will appreciate their role in creating a positive community and understand how their behavior impacts that community.
- Students will realize the broader impact of their choices and make better decisions for their future.
- Students will view the hearing officer as a reasonable and respectful professional who ultimately cares about their success as a student.
- Students will take responsibility for their actions, own their decisions, and become invested in the outcome.
- Students will recognize the value of the conduct process as an educational opportunity.

The Office of Institutional Research electronically sent the survey to two groups of students (once in November and once in February) whose names were provided by the OSC. The goal was for this to happen at the end each month but it only happened twice.

Assessment Category: Student Survey

Question: What category does your assessment initiative fall under?

This assessment measures student learning outcomes.

Assessment Results: Student Survey

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

Students learned:

- How further violation of University policy could negatively impact their personal and/or career goals.
- University policy.
- The consequences for violating University policy.
- How their drinking habits were very dangerous and how to participate more safely in the future (from AOL).

Office of Student Conduct learned:

- Most students somewhat agreed or strongly agreed that the OSC cares about their success.
- Most students somewhat agreed or strongly agreed that the purpose of the conduct process is to educate students.
- Most students somewhat agreed or strongly agreed that they were treated with respect.
- Most students somewhat agreed or strongly agreed that the conduct process punishes students.

Office of Student Conduct learned (continued):
- Most students somewhat greed or somewhat agreed that they will modify their future behavior as a result of what they learned in the conduct process.
- We need to structure the process differently as to assure the instrument is being distributed and the data collected more efficiently.
- We need to determine an incentive that will motivate students to complete the survey and provide us with the necessary information (aka increase participation/return rate).

Actions Based on Assessment: Student Survey

Question: What changes or improvements do you plan to make as a result of what you have learned?

- Determine a more effective process of providing the internet survey to **all** students who participate in the conduct process to increase return rate.
- Consider/ implement other ways to obtain this critical information (pre and post tests, focus groups, etc).

Assessment Plans: Student Survey

Question: What are your future assessment plans?

- Include a pre and post "test" to students who participate in the hearing process regarding whether or not we are meeting our established learning outcomes.
- Assess the knowledge and attitude the faculty have regarding our Academic Misconduct policies and processes and developing ways to improve that.
- We have been asked to do presentations to the FSUS students on "Know The Code". It will be critical that we are establishing and assessing the learning outcomes for this initiative.

Assessment Area (2 of 3): UCD Training

Question: What are you assessing?

This office sponsored a three hour training session in September 2009 for all new and returning members of the University Committee on Discipline (UCD). A "paper and pencil" evaluation was completed by each of the 48 participants in attendance. We tracked how each group (faculty, staff, or student) and (new or returning) responded. The purpose of the evaluation was to collect data on what information the participants found most helpful, their perceptions of their knowledge base, how prepared they felt to serve on the Committee, and their readiness to perform the duties of a UCD member.

Assessment Category: UCD Training

Question: What category does your assessment initiative fall under?

This assessment measures participant (student and other) learning outcomes.

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

Participants learned:
- The differences between the court system and the University conduct process.
- The importance of due process and fairness.
- How to "fact find" (i.e. asking good questions, report reading, our standard of proof)
- What rights students have in this process
- The importance of being fair and objective

Office of Student Conduct learned:
- Participants are not interested in "theory".
- Participants appreciated the opportunity to hear from the Department of Public Safety and found this information helpful.
- Participants would like the opportunity to "practice" a hearing.
- Many faculty and staff UCD members are intimidated by the "chair" position.

Actions Based on Assessment: UCD Training
Question: What changes or improvements do you plan to make as a result of what you have learned?

- Set up a mock hearing so participants can practice their skills and witness the process in place.
- Provide two separate training sessions – one for new members and one for returners – so eliminate the need for the returners to stay so long and hear information repeated.
- Include more information regarding appropriate sanctioning (ie. What "punishment" fits which "crime" and why)
- It was suggested that we consider adding a role to the UCD "team". This person would not sit on the Committee but would oversee the proceedings, read the script, etc. We will explore the merit in this.

Assessment Plans: UCD Training
Question: What are your future assessment plans?

- Include a pre and post "test" to students who participate in the hearing process regarding whether or not we are meeting our established learning outcomes.
- Assess the knowledge and attitude the faculty has regarding our Academic Misconduct policies and processes and developing ways to improve that.
- We have been asked to do presentations to the FSUS students on "Know The Code". It will be critical that we are establishing and assessing the learning outcomes for this initiative.

Assessment Area (3 of 3): IFC Hazing Presentations
Question: What are you assessing?

Each semester the Office of Student Conduct provides a presentation for all new fraternity members (pledges) and the New Member Educator from each fraternity. The purpose of the session is to explore the dangers of hazing, challenge the attitudes that acceptance, address the inherent problems with such practices, consider alternative activities, and examine the disconnect between hazing and fraternal values. 101 students completed the evaluation during the fall semester and 66 did so in the Spring. The evaluation is "pencil and paper" and consists of eleven questions (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) and two open ended question: What did you learn as a result of attending this program? and What suggestions do you have for improving this program?

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

This assessment measured student learning outcomes.

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

Students Learned:
- To recognize activities as hazing that they previously considered acceptable
- The degree to which hazing can harm
- How to confront the myths regarding hazing
- How one's character and values are compromised in hazing activities
- What qualifies as hazing

Office of Student Conduct learned:
- Students are reluctant to have an open dialogue about the issue.
- Many participants do not appreciate the incongruence between fraternal founding principles and hazing activities.

Actions Based on Assessment: IFC Hazing Presentations
Question: What changes or improvements do you plan to make as a result of what you have learned?
- Eliminate the portion of the program when the new members stand and recite their motto. Feedback was it was to o long and unnecessary to make the point. I will instead use it as a Power Point slide , highlight key words, and ask the students to identify their own.
- Include conversation on alternative activities that accomplish the same outcome (i.e. Pledge class bonding).
- Include a pre-test and post-test

Assessment Plans: IFC Hazing Presentations

Question: What are your future assessment plans?

- Include a pre and post "test" to students who participate in the hearing process regarding whether or not we are meeting our established learning outcomes.
- Assess the knowledge and attitude the faculty has regarding our Academic Misconduct policies and processes and developing ways to improve that.
- We have been asked to do presentations to the FSUS students on "Know The Code". It will be critical that we are establishing and assessing the learning outcomes for this initiative.

Orientation

Submitted by: Leroy Wright

Assessment Area (1 of 3): Orientation Leaders

Question: What are you assessing?

Before training takes place learning objectives are established to help guide training and inform Orientation Leaders what they will be expected to know by the end of their training. This year our learning outcomes were broken into nine areas;

1. Students and Families in Transition
2. University Resources
3. Diversity
4. Communication
5. Professionalism
6. Customer Service
7. Ferris Pride
8. Campus and Community Involvement
9. Problem Solving

At the end of the Orientation Program, Orientation Leaders were asked for their feedback via three mediums; a written survey, in a small peer lead group setting with guided questions, as well as in an open forum to provide verbal feedback. The written survey listed the nine learning outcomes for the Orientation Leader position and asked each leader to rate how well he/she may be able to complete each of the learning outcomes. Included in the survey were two open-ended questions; "How would you improve the Orientation Leader experience?" and "Please offer anything else you want to mention that we didn't ask?"

The students were also broken up into three peer-lead groups of 6-7 Orientation Leaders and were given time to answer a series of questions;
- What impact have I had on new students during Orientation?
- If I can enhance the Orientation experience for new students and their families I would...
- What skills have I learned from Orientation that I can apply to my chosen profession?
- How have I changed Ferris through my Orientation experience?
- How has Orientation impacted me as a student leader?

Lastly, Orientation Leaders were asked about how to improve the Orientation process for next year. The orientation professional staff will consider the information obtained from the surveys along with the feedback given during the last Orientation staff meeting to better enhance the Orientation process and the Orientation Leader Training Program.

Assessment Category: Orientation Leaders

Question: What category does your assessment initiative fall under?

Orientation Leaders- This assessment measured student learning outcomes and over-all job satisfaction.

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

The likert scale used in the Orientation Leader survey was an ability based scale (I don't think I'm able to do this, I might be able to do this, I can do this, or I can do this so well I could teach someone). The design of this new survey helped us to assess what our Orientation Leaders were able to learn.

As Orientation Leaders they learned:
- 100% of respondents stated that they could teach others about professionalism.
- 95% of respondents stated that they could teach others how to work cooperatively with others in a collaborative setting.
- With the exception of one response, all Orientation Leaders thought they had the ability to, or to teach others about all of the learning outcomes.
- In addition to the above learning outcomes, when asked in a peer-lead group setting "what skills have I learned from Orientation that I can apply to my chosen profession?" Many of the responses focused around communication, teamwork, and professionalism.

As an Orientation Staff we learned:
- To re-examine the order of stations listed on the check-in sheet, and look into mimicking the layout of the Timme Center better.
- The tour of downtown Big Rapids was very helpful when talking with students.
- Orientation Leaders enjoy their job.
- Orientation Leaders don't like the "library lot booth" or the "entrance to the ID door" morning tasks/stations.
- Orientation Leaders want to have a rotation for morning tasks versus the current model of random placement.

Actions Based on Assessment: Orientation
Question: What changes or improvements do you plan to make as a result of what you learned?
Explore ways to make the check-in sheet better reflect the layout of the Timme Center better.
- Explore ways to ensure a better rotation of morning tasks throughout Orientation.
- Continue to intentionally spend time during training to focus on communication, University resources, and downtown Big Rapids experiences.

Assessment Plans: Orientation
Question: What are your future assessment plans?

We will continue to strive to improve the Orientation Leader Role as well as the Orientation Leader Training Program through the feedback provided by our Orientation Leaders, Orientation Participants, and Orientation Participant's Friends & Family. Our next step will be to establish a pre-test and post-test of Orientation Leaders based on our stated learning outcomes. This will give us a better idea what skills our leaders are bringing to their role, how much specificity we need to incorporate into our training program, and how much they should be able to learn throughout their orientation leader experience. We will also continue to explore ways to develop learning outcomes for Orientation participants.

Assessment Area (2 of 3): Orientation Participants

Question: What are you assessing?

An email survey is sent to all students who attend Orientation. This survey traditionally focuses on satisfactory information with a special section of questions focusing on assessment as it is related to MyFSU, scheduling for classes and an open-ended question of "What did you learn?" This information is used to determine what part of Orientation students dislike the most and whether or not students understood and are able to use the general advising information given at each college meeting. Survey responses for all of participants were generated into one report by Institutional Research and Testing. The survey received 631 responses from the 2176 students who attended Orientation which equates to a 30% response rate. This information is then shared with educational counselors from each college as well as other departments that request this information.

Assessment Category: Orientation Participants

Question: What category does your assessment initiative fall under?

Orientation Participant- This assessment measured customer satisfaction and student learning.

Assessment Results: Orientation Participants

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

In the orientation survey the team asked participants the open ended question of "What did you learn?" Although the survey received 631 responses, 4 subject areas were prevalent throughout the responses.

Orientation Participants learned:
- Orientation Participants identified learning about their major, degree, and about academic requirements while attending Orientation.
- Orientation Participants identified learning about the history of Ferris during Orientation.
- Orientation Participants identified learning about MyFSU, especialy as it regards to registering for classes.
- Orientation Participants identified learning about campus life and what to expect when coming to campus in the fall.

Orientation Staff learned:
- Transfer students feel their needs are not being met through our current Orientation model.
- Orientation Participants desire one-on-one advising for registration

Actions Based on Assessment: Orientation Participants

Question: What changes or improvements do you plan to make as a result of what you learned?

The Orientation team is currently planning to look at how we conduct our online Transfer Student Orientation and see what changes we can implement to better meet transfer student needs. We will also explore best practices in how to better serve transfer students who attend on-campus Orientation.

Assessment Plans: Orientation Participants
Question: What are your future assessment plans?

We will continue to strive to improve Orientation through the feedback provided by our Orientation Participants. We will continue exploring ways to enhance our learning outcomes for all orientation participants. We believe that learning is taking place at Orientation, but due to the diversity of majors offered in each college, establishing learning outcomes that apply to all participants in different colleges is complex.

Assessment Area (3 of 3): Orientation Participant's Friends & Family
Question: What are you assessing?

For each student who attended Orientation their friends & family were given the opportunity to complete a written survey. This survey was designed to assess the satisfaction of the friends & family's orientation experience. There are not established learning outcomes for this audience. Included in the Friends & Family survey are two open-ended questions, one asking for additional comments and the other asking "What additional information would have you liked to receive at Orientation." Friends & Family survey responses were generated into a report for each day of Orientation. This information is shared with educational counselors from each college as well as other departments that request to see Friends & Family survey responses.

Assessment Category: Orientation Participant's Friends & Family
Question: What category does your assessment initiative fall under?

This assessment measured customer satisfaction.

Assessment Results: Orientation Participant's Friends & Family
Question: What did you (or your students) learn as a result of what you assessed?

Orientation Participants Friends & Family Satisfaction:
- Friends & Family were satisfied with Orientation overall.
- Friends & Family agreed that the Welcome Presentation was useful.
- Friends & Family agreed that the College Meeting was useful.
- Friends & Family agreed that the Friends & Family session was useful.
- Friends & Family comment that the Timme Center for Student Services is too small for check in.

Orientation Staff learned:
- Ferris' Orientation is compared favorably to other colleges and universities.
- Friends &Family want to be with their student when they register for classes.
- Friends & Family want more information regarding parking.
- Friends & Family want more information regarding residence halls.
- Friends &Family want Orientation to start later in the day.

Actions Based on Assessment: Orientation Participant's Friends & Family

Question: What changes or improvements do you plan to make as a result of what you learned?

- Explore options to reduce congestion during the morning Orientation check-in process.
- Explore options to better inform participants on the availability of parking at Ferris.
- Explore options to start the Orientation Program later in the day, or offer afternoon sessions.
- Revisit best practices and national trends through the National Orientation Directors Association resources.

Assessment Plans: Orientation Participant's Friends & Family

Question: What are your future assessment plans?

We will continue to strive to improve the Orientation Program through the feedback provided by Orientation Participant's Friends & Family. We will begin to explore what the best practices are when assessing the Friends & Family Orientation experience. This will help guide us on whether to continue with satisfactory assessment or move towards a learning outcomes based assessment.

Rankin Student Center

Submitted by: Mark Schuelke

Assessment Area (1 of 1): Meetings & Events

Question: What are you assessing?

Our intended outcome is to continually evaluate our reservation process and event set-ups for the Rankin Meeting Space to make sure we are meeting our customers' needs.

Assessment Category: Meetings & Events

Question: What category does your assessment initiative fall under?

We are looking to evaluate the customer satisfaction of the process of reserving and utilizing the conference space in Rankin.

Assessment Results: Meetings & Events

Question: What did you learn as a result of what you assessed?

We learned that the priority of the staff that works in Rankin is customer service. Several customers commented on the friendly and helpful attitudes of the staff.

We also learned that our conference room furniture is beginning to show its age. Several customers commented on the condition of the chairs in the Centennial Room and our round tables we use in the facility.

Actions Based on Assessment: Meetings & Events

Question: What changes or improvements do you plan to make as a result of what you have learned?

We will explore the possibility of purchasing new chairs for the Centennial Room. Also, we learned that we need to be responsive to the needs of multiple groups when scheduling space in the student center (i.e. music/speakers).

Assessment Plans: Meetings & Events

Question: What are your future assessment plans?

Meeting & Events – We will be assessing the meeting services for Fall and Spring Semesters during the 2010/2011 Academic Year.

Building Usage – We will be tracking facility usage during the next academic year. We did not do this in 2009/2010 because of theft and equipment failures.

Registrar's Office

Submitted by: Elise Gramza

Assessment Area (1 of 2): Grade Change Process

Question: What are you assessing?

When faculty request a student's grade to be changed the form must be completed and sent to the Registrar's Office for processing. This process also includes all faculty who do not submit final grades by 1:00pm for the end of term. Approximately 600 grades are not reported each term.
In the current process the student or faculty as needed, initiates the grade change process. A paper form is then filled out for each student. Information includes student name, CW ID, college, course prefix, credit hours, semester taken, original grade, changed grade, reason for change, and signatures from the instructor, instructor's Dean, and the student's Dean. Once the Registrar's Office receives the form it is processed by a staff member.

As a result of the assessment and the electronic solution students should see a faster result when a grade change is submitted. In addition, the faculty and staff involved will see a quicker, paperless process.

A group of stakeholders was assembled to assess the current process and offer the electronic solution. The areas represented were the Registrar's Office, Enrollment Services technical staff, Information Technology and programming staff, as well as representatives from several of the academic colleges.

Assessment Category: Grade Change Process

Question: What category does your assessment initiative fall under?

Customer Satisfaction / Customer Service

Assessment Results: Grade Change Process

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

Through the assessment the team learned that the electronic use of Work Flow for grade changes would result in a paperless process that would be faster and more efficient. In addition, during the assessment process it was uncovered that one step in the process, the student's Dean's signature was unnecessary at the point of the grade change. This requirement was to allow the student's Deans Office to maintain a paper file on the student's progress. Instead of keeping the additional approval, each college will be able to run a report that allows them to access this information.

Actions Based on Assessment: Grade Change Process

Question: What changes/improvements are planned as a result of what you have learned?

The implementation of Work Flow will allow a faculty member or department head to use Self Service Banner, enter their faculty services, request a grade change, enter the student ID, make the course selection, and submit the new grade and reason for the grade change. This process also only allows the faculty members to change grade for their course. After which, an approval email will be sent to those who need to approve the change. The new grade is updated automatically once approval is granted with appropriate notes added to the student's electronic file. After the change has been made, those involved will receive an email notification that the process is complete. This notification includes the student who was not formally notified in the past process.

Assessment Plans: Grade Change Process
Question: What are your future assessment plans?

In the future other processes in Enrollment Services can and will be assessed to determine how the use of Work Flow can assist in making processes effective and efficient.

Assessment Area (2 of 2): Incoming Registrar's Office Phone Traffic and Service
Question: What are you assessing?

There are several phone lines in the Registrar's Office. Each staff member has the capability of answering each line in order to provide customer service and avoid missed calls. All but one line has voicemail. Often the phone calls entering the Registrar's Office are directed to other areas or are repeat questions (i.e. How to request transcripts). As a result the call volume and resulting customer service to callers needed to be addressed. In addition, as staff was often on phone calls processing of other items were being affected.

The Registrar's Office along with members from other areas in Enrollment Services teamed to evaluate the call volume, the type of calls entering the Registrar's Office, and the resulting customer service provided to callers. In addition, they evaluated how the call volume was affecting the productivity of other areas in the office.

Assessment Category: Incoming Registrar's Office Phone Traffic and Service
Question: What category does your assessment initiative fall under?

Customer Satisfaction / Customer Service

Assessment Results: Incoming Registrar's Office Phone Traffic and Service
Question: What did you (or your students) learn as a result of what you assessed?

It was indentified that a majority of the calls from external customers were students asking how to request transcripts. In addition it was uncovered that many phone calls were regarding transcript coming into Ferris, which are calls that a staff member would have to forward to Admissions.

Actions Based on Assessment: Incoming Registrar's Office Phone Traffic and Service
Question: What changes/improvements are planned as a result of what you have learned?

As a solution a phone queue was established in the Registrar's Office. When an external customer calls the main phone number they are given three options. The first option is to request a Ferris transcript. This option takes the student to complete verbal directions on the two options for requesting a transcript (via web or mail). The second option is for callers inquiring about incoming transcripts to Ferris. This option delivers the caller to the correct person in the Admissions Office. The last option allows the caller to speak to a staff member in the Registrar's Office. The first two options relieve some of the external phone traffic into the Registrar's Office. The queue is then set to roll to three different lines as needed until someone answers the call. This prevents calls from being lost or callers from hanging up due to no answer. It also provides staff a more efficient way to picking up others lines.

Actions Based on Assessment: Incoming Registrar's Office Phone Traffic and Service - continued

Question: What changes/improvements are planned as a result of what you have learned?

Whereas in the past staff would need to listen for the other phones to ring, they now have their own phone ring when it rolls to their line in the queue. Overall the new phone queue process allows customers to be directed to the correct information or area and more time can be allotted to other calls and processes within the office. This produces better customer service for both external and internal customers, and provides automation without sacrificing the staff contact many callers still need.

Assessment Plans: Incoming Registrar's Office Phone Traffic and Service

Question: What are your future assessment plans?

In the future, others areas that can better the customer service provided and the efficiency of the time it's provided will be assessed. In addition, the best practices learned in this assessment can be provided to assist other area implement a similar procedure as staff has decreased.

Student Leadership & Activities

Submitted by: Allissa Witucki

Assessment Area (1 of 3): Office Student Staff

Question: What are you assessing?

Our intended learning outcome would be to develop the student staffs' leadership abilities and demonstrating professionalism in the office. The students were assessed three different times throughout the academic year, and the seniors were given an exit interview about their experience. The three different assessments were given in a short answer form. We typed all the responses without names into one Word document and shared the responses with the students and other professionals.

Assessment Category: Office Student Staff

Question: What category does your assessment initiative fall under?

From the mid-semester assessment of our twelve student staff members, these are the percentages of the learning outcome mentioned in their short answers: 25% Leadership Development, 42% Communication & Collaboration, 17% Self-Management & Appraisal, 17% Problem Solving & Critical Thinking, 0% Civic Engagement/Responsibility, and 17% Event/Program Management. During the senior exit interviews, Communication & Collaboration, Civic Engagement, Event/Program Management, and Leadership Development were the learning outcomes mentioned in the discussion.

Assessment Results: Office Student Staff

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

We learned the students have been learning some of the learning outcomes while working in the office. For the mid-semester survey, Communication & Collaboration is the most common skills, and Civic Engagement was the least common. For the senior exit interviews, all the seniors rated their overall experience working in the office as excellent.

Actions Based on Assessment: Office Student Staff

Question: What changes or improvements do you plan to make as a result of what you have learned?

As professional staff, we need to improve teaching some of the following learning outcomes: civic responsibility, leadership development, and self-management and appraisal.

Assessment Plans: Office Student Staff

Question: What are your future assessment plans?

We will continue to assess the students at the beginning and end of each semester. We will try a different approach on the written surveys to get more accurate data. We developed learning outcomes which we will implement to the student staff at fall training.

Assessment Area (2 of 3): Volunteer Center
Question: What are you assessing?

Our intended learning outcomes would be civic and social responsibility. We hope the students would be able to understand and appreciate the different cultures and develop a sense of consideration of the welfare of others when volunteering in the community and on campus. The data collection method is the volunteers reporting their hours online through our database system, and completing the satisfaction survey. The survey link is located in the comment section of the approved report for each volunteer. Our office received a report at the end of each semester and we share the information with other professionals and the student staff.

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

Participation: Sixty-three RSOs reported 24,548 hours, five hundred and ninety-seven individual students reported 11,887 hours, and eight faculty/staff members reported four hundred and eighteen hours total for the year. The total for in-kind donations was $14,453.51 to various agencies such as Habitat for Humanity, WISE, and Relay for Life.

Customer Satisfaction: 83.4% of volunteers were Somewhat Satisfied with the volunteer opportunities listed, 66.7% of volunteers were Very Satisfied with the reporting process, 66.7% of volunteers were Somewhat Satisfied with the time it takes a report to get approved, and 83.4% of volunteers were overall Somewhat Satisfied with the services provided by the Volunteer Center.

Learning Outcomes: 75% of volunteers learned an appreciation of cultural and human differences, 75% of volunteers learned a sense of civic responsibility, and 87.5% of volunteers gained personal development from volunteering.

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

Our office learned that about 35% of the active RSOs are reporting their volunteer hours, and there was a 15% increase in the amount of hours being completed compared to last year. Also, we learned that volunteers are satisfied with the overall process, but we need to improve the time it takes to get the reports approved. Overall, volunteers are learning the expected learning outcomes from volunteering on campus or in the community.

Actions Based on Assessment: Volunteer Center
Question: What changes or improvements do you plan to make as a result of what you have learned?

Our office will continue to use a short survey for the volunteers to fill out after completing their hours to tell us about customer satisfaction and learning outcomes.

Assessment Plans: Volunteer Center
Question: What are your future assessment plans?

Our office will continue to use a short survey for the volunteers to fill out after completing their hours to tell us about customer satisfaction and learning outcomes.

Assessment Area (3 of 3): OrgSync
Question: What are you assessing?

Our goal for conducting the assessment is to gain knowledge on whether participants are joining the online system and are gaining an understanding of the software features. OrgSync allows our office to manage and assess the registered student organizations and the use of the co-curricular transcript. The data is collected by a web-based report on the number of participants and student organization portals created in the system and by online surveys. The reports are given in an Excel document or typed into a Word document. Our office is sharing the information with other university professionals.

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

Participation: There are seven hundred and ten members online, and ninety registered student organizations have completed the training session.

Customer Satisfaction: 14% of participants were Very Satisfied and 84% of participants were Somewhat Satisfied with the OrgSync software, 86% of participants were Very Satisfied and 14% of participants were Somewhat Satisfied with our office's response to OrgSync questions, and 100% of participants were Very Satisfied with our office's customer service. Participants were asked to comment on the features they liked and some areas for improvement.

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

We learned students are interested in the new software and want to know more about it. We originally started with fifty student organizations for the pilot group, but as the semester continued, more students wanted to be trained. We ended up training forty more student organizations in April.

Actions Based on Assessment: OrgSync
Question: What changes or improvements do you plan to make as a result of what you have learned?

Our office is putting together a public relations plan to promote OrgSync and the Co-Curricular Transcript. The plan will get students in the system so they will have the ability to create a Co-Curricular Transcript throughout the year.

Assessment Plans: OrgSync

Question: What are your future assessment plans?

In Fall 2010, all registered student organizations will be in the system, so we will be able to communicate and assess the students involved. Also, more students will be in the system, so we will be able to track the number of students creating Co-Curricular Transcripts.

Student Life

Submitted by: Leroy Wright

Assessment Area (1 of 1): Commuter Students

Question: What are you assessing?

It was proposed by the Vice President of Student Affairs that our division conduct an assessment of our students who commute to the Ferris main campus. Our charge was to determine what the commuter students' needs and interests are as well as the services and areas of improvement that will assist these students in having a rewarding Ferris experience while taking classes on the main campus.

The collaboration with Enrollment Services helped in the development of a commuter student survey. In addition, the collaboration assisted us in defining who our students are that may identify as commuters. We defined commuter students as those students attending the main campus but are not living in university housing. We used the following characteristics to define commuter students at Ferris:

- Full-time/part-time student who lives with their parents
- Full-time/part-time student who lives in an off-campus apartment or house
- Full-time/part-time student who ranges in age from the traditional college student (18 to 24) to the older adult learner
- Full-time/part-time student who typically walks, rides a bike, takes public transportation, car pools, or drives to campus to attend classes
- Full-time/part-time student who is married, a single parent, or married with children and pursuing a 4 year or 2 year degree
- Returning to a learning environment after a three or more year absence and/or
- A veteran.

We developed a work group to review the survey feedback and to generate programs and enhance services that may potentially address some of the commuter student concerns. The work group met twice in order to explore survey results and brainstormed a variety of programs and services that may enhance the commuter student experience. The Commuter Student Work Group consisted of the following staff and administrators:

- Allissa Witucki –Student Leadership and Activities
- Jason Cronkrite – Enrollment Services
- Kia Hunter – Office of Multicultural Student Services
- Leroy Wright – Office of the Dean of Student Life
- Mark Schuelke –Rankin Student Center and Student Leadership and Activities
- Mike Cairns –Student Affairs
- Nick Campau – Office of the Dean of Student Life
- Sherry Hayes – Student Affairs

The Commuter Student Work Group will submit a summary report of our findings along with a three tiered budgeted approach to meeting some of these programmatic needs and service enhancements suggested by our survey participants. The summary report will be submitted to the Vice President of Student Affairs for additional direction for the work group.

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

We developed a **multi-pronged survey to solicit feedback and input** from commuter students and to gain a better understanding of who they are. Their feedback fell in a variety of areas such as general satisfaction with Ferris and the local community, areas of interest, levels of participation, and usage of main campus facilities. Our web survey was developed by Jason Cronkrite and Leroy Wright. The survey was sent electronically to 4, 790 students who did not reside on campus but attended classes on the main campus. The survey timeframe was between April 13 and May 10, 2010. We received 1, 093 (22.8%) responses highlighting specific areas of improvement and growth.

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

Commuter Student Work Group learned: Residential Needs
- The current living situation of most of the students was renting.
- Most students participating in the survey lived in the Big Rapids area.
- These students dislike housing policies and the residence hall environment.
- These students have family oriented responsibilities.
- Renting off campus is more affordable than living on campus.

Commuter Student Work Group learned: Grading of Services for Commuter Students
- A/B in ability to connect with peers – 32.3/33.1%
- B in availability of common areas – 33.9%
- F in availability of parking – 37.6%
- A in computer accessibility – 38.4%
- A in FerrisConnect – 48.1%
- A in FLITE Hours – 52%
- A in FLITE Services – 51.5%
- Dining Services – Not Applicable – 45.2%

Commuter Student Work Group learned: Attending Campus Events
- 533 attended events 1 to 3 times per week
- 217 never attended
- 223 attended events 4 to 6 times per week
- 119 attended events 7 or more times per week
- If they lived on campus at some point the events were fun – 351
- If they never lived on campus before the events were fun – 291
- If they lived on campus at some point did not attend events because of inconvenient times – 230
- If they never lived on campus before did not attend events because of inconvenient times – 331

Commuter Student Work Group learned: Most effective ways to communicate to Commuter Students
- Ferris Email – 980
- MyFSU Announcements – 459
- Ferris State Website – 359
- Text Messaging – 317
- Posters around Campus - 280

Commuter Student Work Group learned: General Issues, Concerns, Suggestions, and Themes
- Better parking and cheaper parking passes for commuter students (overwhelming feedback regarding parking issues)
- Places to lounge and study for commuter students
- More family oriented activities for commuter students with children
- Better communication regarding inclement weather concerns
- Better communication regarding activities and events
- More family friendly restrooms and cheaper daycare facility
- Healthier vending machine options
- Class availability during evenings
- More opportunities to meet other commuter and nontraditional students

Actions Based on Assessment: Commuter Students
Question: What changes or improvements do you plan to make as a result of what you have learned?

- Create a Commuter and Nontraditional Student Webpage
- Explore options to for study and lounge space for commuter student usage and publish options on the webpage
- Continue to intentionally spend time focusing on improving commuter student communication and their connection to university resources and
- Develop a commuter student newsletter to promote more campus services and to provide more tips and ways for commuter students to have a successful Ferris experience.

Assessment Plans: Commuter Students
Question: What are your future assessment plans?

We will continue to strive to improve commuter student services through the feedback provided in our survey results. We will solicit additional programmatic ideas and service enhancement opportunities from the Student Affairs Administrative Council during the Summer 2010. Our next step will be to establish ongoing programs and services that will better serve the commuter student population during the 2010/2011 academic year.

University Recreation

Submitted by: Cindy Vander Sloot

Assessment Area (1 of 2): Student Staff Training

Question: What is being assessed?

In an effort for continued improvement and effectiveness of our staff training process, we asked our student staff to reflect and respond on their experience. Our main goal is to give our students the tools they need to be successful while working for the Department of University Recreation and in future employment.

Assessment Category: Student Staff Training

Question: What category does this assessment initiative fall?

This assessment measures student staff training learning outcomes.

Assessment Results: Student Staff Training

Question: What did we learn as a result of this assessment?

Student's reflection/thoughts:
- The reference manual (so-named The REF) that was created as an information resource was very helpful for the staff in charge of the Student Recreation Center's front of the house – head supervisors, receptionists, and control desk personnel.
- Using head supervisors to lead training groups of other facility staff was a great way for them to connect with the students they will be supervising. Some felt the groups were too large and suggested smaller groups.
- Several students felt that the days were too long and filled with too much information.
- Using a few games/activities assisted with the interaction between new and returning staff and offered team building between all staff members.
- The students were very thankful for the water, snacks and pizza provided during training.
- The Ropes Course activities offered problem-solving in teams and individually and offered time to get to know one another.

Actions Based on Assessment: Student Staff Training

Question: What changes or improvements will be made as a result of what was learned?

- Explore options for shortening the lengthy training days.
- Continue to use games/activities that allow movement and interaction – both necessary for learning.
- Continue using head supervisors to lead groups, but try to make the groups smaller.
- Continue updating The REF and using as a tool for training.

Assessment Plans: Student Staff Training
Questions: What are your future assessment plans?

The Department of University Recreation will continue to use the tools for training that have been proven successful. We will also continue to ask our students to reflect and respond on their training experience in an effort to improve on learning outcomes.

Assessment Area (2 of 2): Student Staff Learning Outcomes
Question: What is being assessed?

Part of Ferris State University's mission is to prepare students t be responsible citizens in an ever-changing society. The Department of University Recreation strives to be successful in this endeavor as we guide and nurture our student staff on a daily basis.

Throughout the year, we assess student learning outcomes. One of these assessments was the following question:
- "What is the most important thing you've learned, so far, through your working experience with University Recreation?"

Assessment Category: Student Staff Learning Outcomes
Question: Under what category does this assessment initiative fall?

This assessment measures student learning outcomes as a result of working for University Recreation.

Assessment Results: Student Staff Learning Outcomes
Question: What did we learn as a result of this assessment?

Our student's answers to the question, "What is the most important thing you've learned, so far, through your working experience with University Recreation?"

- Being professional and responsible
- Communication
- Manage time
- Leadership and problem solving skills
- Patience and customer service
- Following rules and making sure others follow rules
- Teamwork
- Little things you do make an impact on the big picture
- Fitness and weight equipment maintenance, safety and cleanliness
- It's alright to make mistakes, if you learn from them

Actions Based on Assessment: Student Staff Learning Outcomes

Question: What changes or improvements will be made as a result of what was learned?

We are very proud of these results. We will continue to provide avenues for communication and guidance.

Assessment Plans: Incidental Student Learning Outcomes

Questions: What are your future assessment plans?

We will continue to assess our student staff's experience as we teach/guide them during their time with us.