Ferris State University

Division of Student Affairs

2012-13 Assessment Highlights

Division of Student Affairs

8/16/2013

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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. Upon Dan Burcham and Mike Cairns' retirement in 2013, Leroy Wright, Dean of Student Life, was appointed to serve as co-chair of the Student Affairs Assessment Committee along with Kristen Salomonson.

The current Student Affairs Assessment Committee consists of:

Nicholas Campau
Deanna Goldthwait
Cindy Horn
George Nagel
Lisa Ortiz
Angela Roman
Kristen Salomonson (co-chair)
Leroy Wright (co-chair)

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, the Assessment Buddy Process, Mid-Year Assessment Connections, and our Annual Assessment Review Day have proven effective.

The following are highlights of the assessment initiatives from the Division of Student Affairs for the 2012-2013 academic year:

ADMISSIONS (PROCESS)

Submitted by: Charlotte Tetsworth

Part I (2011-2012)

What changes did you make as a result of last year's assessment (2011-2012)?

- Updates to the employee training materials were made with recommendations by student employees as to how I should make the materials clearer and easier to understand.

- Merged the Admissions clerical staff and recruitment staff retreats.

Part II (2012-2013)

ASSESSMENT AREA (1 OF 1): ATHLETIC CHECKSHEET

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

We are assessing the need, creation and use of a check sheet for Athletes to navigate the admissions process at Ferris State University. A need for further information regarding the admissions process was identified through various telephone conversations, coaches' contacts, student inquiries, and parent inquiries. Various information is needed for the Admissions Office, NCAA clearinghouse, and the Athletics office. A checklist of step by step information was created by Admissions and the NCAA Athletic Eligibility Officer with collaboration from the Athletic Director and the Compliance Coordinator.

The number of telephone and email questions coming into the Admissions Office as well as the NCAA Coordinator's office precipitated the original conversation between Admissions, the NCAA Coordinator and the Athletic Director. It was determined at that meeting that many of the concerns were brought about by new staff in the Athletic department and lack of training/communication with Admissions as to the requirements needed to be met for complete admissions and athletic eligibility.

Assessment Category

What category does your assessment initiative fall under?

Customer Satisfaction/Student Learning Outcomes – The idea behind this project is to assist students and parents with the process of admission. This project will help students learn about the process of admission, help students learn who they can contact for admission-type questions, as well as to help create a smoother transition to Ferris.

Assessment Results

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

The checklists were created in the Fall 2012 semester and were used in the 2013 recruitment cycle. The cycle is nearing its end. A survey has been developed which will be sent to coaches ascertaining the usability of the checklist. It is a future goal to then survey the students, once we have them identified as athletes in the Banner System, and gain their perspective as to the usefulness of the checklist.

Explore Possible Actions Based on Assessment

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

During this process one item of contention was the use of a minimum criteria used for admission. The minimum criteria changed mid-way through the admission process this year due to the closing of a probationary-type program. It was suggested that the Admissions Office use the general admission criteria in lieu of the minimum criteria, but this was rejected. There was confusion regarding the minimum criteria requirement which caused the most challenges for the Admissions Office.

These checklists have helped reduce the number of phone calls and emails from prospective student athletes and coaches as to the process of admission and athletic eligibility. The level of understanding of the process by the students appears to be very basic. The next goal is to conduct a survey with student athletes and collect data to support a greater level of understanding.

Part III (2013-2014)

What continuing or new assessment activities are you targeting next year (2013-2014)?

We will continue on with the current year's activities. The coach's survey will be distributed and collected. Additionally, it is my goal to develop and initiate a student survey that will be sent to student athletes in an effort to assess their level of understanding of the admission process. Expected outcomes for these two particular surveys and the ongoing assessment would include a greater understanding of admission processes by the prospective student athlete and their coaches, as well as fostering a healthy communication and working relationship between Admissions, Athletics and NCAA compliance.

ADMISSIONS/EVENT PROGRAMS/ORIENTATION

Submitted by: Eric Simone

Part I (2011-2012)

What changes did you make as a result of last year's assessment (2011-2012)?

We modified our Orientation Leader Training to reflect additional cross-cultural training. By implementing Safe Place Training and Intercultural Communication workshops into our Orientation Leader Training, we were able to educate and strengthen their skills in working with diverse groups of incoming students. Additionally, in an effort to diversify the Orientation Leader team, two non-traditional Orientation Leaders were hired. This provided our new non-traditional students a resource on campus as well as allowed the Orientation Leaders to become more aware of the role of a non-traditional student on campus. The Resource Fair component of the Family and Friends Orientation was relocated to Williams Auditorium during the construction of the new University Center. All incoming students gathered at Williams Auditorium for a welcome presentation as well as a Financial Aid presentation and were then escorted by Orientation Leaders to their respective college meetings in various locations across campus. The Office of Educational Counseling and Disability Services was used as a resource to ensure that walkways were handicap accessible and a shuttle van was made available to those with a true need for transportation on campus.

*The oversight of Orientation transitioned from the Dean of Student Life to the Dean of Enrollment Services effective for Orientation 2013.

Part II (2012-2013)

ASSESSMENT AREA (1 OF 4): DAILY VISITS

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

We are assessing Daily Visits for prospective students and their family members.
The data collected came from the daily visit survey information and through observations.

Assessment Category

What category does your assessment initiative fall under?

Participation and Customer Satisfaction are the categories in which the daily visitation program falls under.

Assessment Results

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

We wanted people to understand the importance of our visits as compared to those of other institutions they are contemplating and that we can be flexible with their family and as well as their time. A second visit allows for a student to attend our campus even if a competitor's visitation program is attended, giving the student an opportunity to see both institutions. As indicated in the previous year's assessment, we strived to offer more availability for campus visits on high-demand days of the week. In the 2012 Fall Semester, Monday resulted in 18.48% of participants and Friday resulted in 38.72% of participants. As we noticed that Monday and Friday visits were extremely popular, we decided to offer additional sessions on these days in the 2013 Spring Semester, allowing 25.39% of guests to visit on Monday, and 29.32% to visit on Friday. Visits scheduled for Tuesday, Wednesday, and Thursday are typically requested by less than 15% of guests per day. Because of these results, Enrollment Services is now offering two daily visits on Mondays and Fridays, and one on Tuesday and Thursday. Daily Visits on Wednesdays have been discontinued as the demand has shifted to the additional open sessions on Monday and Friday. The only difference in the visitation experience for the guests attending the two additional afternoon sessions is the inability to attend The Rock Café; however, they are able to visit the campus at an opportune time.

In regards to customer satisfaction from prospective students and family members, only one question presented a notable difference in survey results. This question asks, "How do you think your visit affected your interest in attending Ferris?" Results from the 2012 Fall survey stated the following: 90.94% had increased interest, 8.21% indifferent, and .85% decreased interest. Results from the 2013 Spring survey stated the following: 85.24% increased interest, 13.62% indifferent, and 1.14% decreased interest. It appears that there are other factors at hand besides the addition of afternoon visits. Stakeholders include the students, parents, admissions staff, dining services staff, and current students in the recruitment process.

Explore Possible Actions Based on Assessment: Orientation Leaders

What investigative research, changes or improvements do you plan to engage in as a result of what you learned?

Based on these decisions, we will continue monitoring trends in the upcoming Fall and Spring semesters, and see if we notice any differences in the survey results. If satisfaction decreases, we will have to review our choices in offering afternoon daily visits.

ASSESSMENT AREA (2 OF 4): STUDENT RECRUITING ASSOCIATE PROGRAM

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

We are assessing the Student Recruiting Associate Program.
Collection of data was based on an "End-of-Year" survey, inquiring on aspects of various visitation programs, the Communication Center, self-improvement, and the overall program.

Assessment Category

What category does your assessment initiative fall under?

Participation Category - How many Student Recruiting Associates participated in the program and were satisfied.
Customer Satisfaction – this information is done through our daily visit surveys and our Dawg Days surveys.

Assessment Results

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

Survey results indicated that we were in need of a more optimal program that would give our customers a better end result from their campus experience. In addition, if a formal complaint was given within the survey, we utilized the information to take action and create a better plan. It was apparent that customer satisfaction was unfaltering with previous years and has not decreased from our high standards. In regards to satisfied Student Recruiting Associates, they were all very satisfied with their experience with the program.

Explore Possible Actions Based on Assessment

What investigative research, changes or improvements do you plan to engage in as a result of what you learned?

The first improvements were a new look and design structure to the program as well as a change in the title from Student Recruiting Associates to Student Admissions Representatives. An outline of the changes/differences of the program is below:

Differences:

<u>Student Recruiting Associate</u>

Two tiered wage structure

12 hours/week

23 student employees

Tours and Office Hours to aid in Recruitment Yield

<u>Student Admissions Representatives</u>

Three tiered wage structure

18 hours/week

17 student employees

Tours, Recruitment Yield, and Communication Center

The changes include a pay structure designed for “in-house training” of students, as the job requires a lot of skills. This specific change in student employment involved merging the Student Recruiting Associates with the Communication Center employees. This allowed for an increased number of hours offered each week. This merger creates a better well-rounded student recruitment pool and helps to reduce Division of Student Affairs student employment costs.

ASSESSMENT AREA (3 OF 4): DAWG DAYS

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

The assessment of Dawg Days included the format of the day, the particular time of the year, and participation of the customers, including student, family members, and campus community.

The collection of data was compiled through our Dawg Days surveys, which were emailed to students following their attendance at the Dawg Days event. Questions were pertinent to the sessions they signed up for while attending the conference-style event.

Assessment Category

What category does your assessment initiative fall under?

Participation/Capacity Management and Customer Satisfaction/Customer Service

Assessment Results

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

In regards to capacities and participation, we have concluded that the new conference style format has a maximum sign-up of 425 guests, which yields around 375 guests per event. While we had two low attending dates in the fall semester, we contributed the issue to having registration open concurrently. All subsequent events had over 310 attending guests, over 40% survey response rates, and very positive reviews for customer satisfaction.

Explore Possible Actions Based on Assessment:

What investigative research, changes or improvements do you plan to engage in as a result of what you learned?

Based on factors above, we have 6 Dawg Days scheduled for the 2013/2014 academic year (3 Fall Semester, 3 Spring Semester). We have altered some of the sessions to maximize efficiency as well as make it more accessible to guests while at the event. Members of the Dawg Days program met with all stakeholders involved to ensure their feedback was heard and considered. As a result, we have more interdepartmental participation than ever before and the program continues to grow, benefiting large volumes of students through small sessions. Throughout the event, the sessions maintain the small classroom initiative that Ferris is known for. The check-in process was modified and streamlined to make it easier for guests and more efficient for staff. We have also made changes in catering based on guest feedback.

ASSESSMENT AREA (4 OF 4): ORIENTATION PARTICIPANTS

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

Orientation Participant- This assessment measured customer satisfaction with the orientation sessions. This is measured based on electronic surveys sent out to our guests.

Assessment Category
What category does your assessment initiative fall under?

Customer Satisfaction

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

At this time, we only have survey results back from 12 of the 16 sessions.
In the orientation survey, the team asked participants to rate the following on a Likert scale:

- The Orientation sign-up process was user-friendly.
- The Orientation information mailed to me was helpful.
- The Orientation Staff was helpful.
- The Check-In Process was efficient.
- The Welcome Presentation provided me with helpful information.
- The Financial Aid Presentation provided me with helpful information.
- The College Meeting provided me with helpful information.
- I was easily able to register for classes.
- The length of Orientation worked well for me.
- I know what day I can move into my residence hall.
- I know where I can get my Bulldog ID.
- I am glad I chose Ferris.

We were satisfied to see that the median response was "strongly agree" with the mean response being nearer to "strongly agree" than "somewhat agree" for each question. The change in the orientation format seemed to be executed well and the goal for guests to feel satisfied with their experience was reached.

Explore Possible Actions Based on Assessment: Orientation Leaders
What investigative research, changes or improvements do you plan to engage in as a result of what you learned?

This upcoming orientation season we are considering changing the days in which orientation is offered and modifying some time schedules. As the results for this year are coming back positive, it will be a good benchmark to cross-reference next year with any changes that are necessary.

Part III (2013-2014)

What continuing or new assessment activities are you targeting next year (2013-2014)?

All of these assessments will continue into the upcoming year.

ADMISSIONS (RECRUITMENT)

Submitted by: Angela Garrey

Part I (2011-2012)

What changes did you make as a result of last year's assessment (2011-2012)?

We continue to tweak our daily visits to fit the needs of our families with an addition of two Friday visits and a second Monday visit. It has been a great success and we will continue to work at making a visit an enjoyable experience.

We also added our virtual tour as an option for families who stop by campus after hours and/or cannot make a campus visit.

Part II (2012-2013)

ASSESSMENT AREA (1 OF 3): RECRUITER LOCATION

What are you assessing?

We are assessing the transition in office location for recruiters to a permanent location back in the Timme Center, which is located at the center of campus, versus being located within the offices of five separate academic colleges.

Assessment Category

What category does your assessment initiative fall under?

Customer Satisfaction is the primary category in which the transition of recruiters falls under. Exploring the availability of having recruiters relocated back into the Timme Center was not taken lightly. The recruiters were located within each of the colleges for the past eight years. During this time, there were no firm results showing that this location helped the overall intentions of having the recruiters located within a specific college. In addition, the university has introduced many new initiatives across campus regarding enrollment, and having the recruiters in the Timme Center helps to align and strategize these goals. Having the recruiters within the Timme Center also gave families additional convenience for walk-in appointments.

Assessment Results

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

We wanted to reevaluate the initiative of the recruiters' office relocation from 8 years ago. It was found that the shift back to the Timme Center was accepted overall, but more communication across campus would be needed. The balance between the availability to the academic colleges and the relocation of office space for the recruiters back to the Timme Center still has some blurred lines and will need continual tweaking throughout the transition. With many new staff members, the relocation has helped the recruiters learn and work collaboratively amongst each other and build staff relationships with their fellow recruiters.

Explore Possible Actions Based on Assessment

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

Overall, bringing the recruiters back to the Timme Center has helped with recruiter morale and recruiter team cohesion. Some items to work on for the future are to continue to build a relationship with the colleges and all areas of campus in recruitment efforts.

ASSESSMENT AREA (2 OF 3): CAMPUS TOUR

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

Prospective students, current students, and their family members have an opportunity to access our campus tour and information via the web or via mobile applications as a resource.

The data was collected from survey information within the You Visit sites (mobile and web) and through observations.

Assessment Category

What category does your assessment initiative fall under?

Participation and customer satisfaction are the categories in which the virtual tour program falls under. Not all our families come to us within a 100 mile radius nor do they all come to us from 8 am – 5 pm (M-F). With that being noted, we as an institution needed a way to bring a tour and technology to our prospective families. Many families have at least one smart phone or android user in their household, so the virtual tour mobile component was essential to the success of the program. The virtual information includes a variety of components including 360 photos and videos. In addition, we currently have two language options (English and Spanish) available on the tour.

Assessment Results

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

The results from the use of the virtual tour have been a great success. To date we have had 6,570 visitors. The visitors have included current students, prospective students, parents, alumni, and current faculty/staff. In the month of July we had 1064 visitors, of which 32 % looked at the virtual tour via a mobile application, with overall 24 % spending 10 minutes or more checking out campus. In the month of July, we had a conversion rate of 14.29% of taking additional actions. The conversion rate included a next step process of filling out an on-line application, requesting additional information or signing up for a campus visit. The most important factor to the success was the use of the mobile applications, taking into consideration the importance of the smart phone and android applications across all recruitment channels.

Explore Possible Actions Based on Assessment
What investigative research, changes or improvements do you plan to engage in as a result of what you learned? What could we or should we do with this information?

Overall the virtual tour has been a success, enough so that we will be expanding our options with additional languages and other modules available for future usage. One item to improve upon is to revise some of the graphic modules to make it clearer and more visual for students.

ASSESSMENT AREA (3 OF 3): TARGET X IMPLEMENTATION

What are you assessing?

Conversion to a new Customer Relations Management (CRM) Program is never an easy task, but with Salesforce – Target X, Admissions can see the potential of reaching customers on a one-on-one basis. This also allows us to yield to students in a better and more effective manner.

Assessment Category
What category does your assessment initiative fall under?

Customer Satisfaction/Customer Service

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

The intention of the implementation of Target X was to provide multiple tools that could reach out to all student types, engaging them in conversations in locations across campus, as well as to begin looking at reaching students on their own terms. A select group of people from across campus created a Target X implementation team to work collaboratively amongst each other as we expand the use of this particular tool over time. A new application piece that allows students to fill out an application swiftly, while giving them multiple options including tracking their application and opting into text messaging has been developed. Currently, we have over 1,100 applicants interested in the texting option. Target X has allowed us to engage students quicker and become more knowledgeable about them.

Explore Possible Actions Based on Assessment
What investigative research, changes or improvements do you plan to engage in as a result of what you learned? What could we or should we do with this information?

We plan on continuing to use the tool as a resource to build on event planning and the tracking of student information. Salesforce will also help to build upon all yield activities in the upcoming year. We encourage the enhancement and growth of the CRM program through training and through the creation of an electronic manual used as a teaching tool.

Part III (2013-2014)

What continuing or new assessment activities are you targeting next year (2013-2014)?

Salesforce - Report Information / Dashboard Creation and overall use with recruiters of Salesforce
Yield Initiative - Tools to increase our yield
Daily Visit - Spanish Speaking
Virtual Video - College Week Live
Admit Days

BIRKAM HEALTH CENTER

Submitted by: Renee Vander Myde

Part I (2011-2012)

What changes did you make as a result of last year's assessment (2011-2012)?

Last year's assessment focused on the efficacy of the BHC Pharmacy which led to its closure in the fall semester of 2012.

Part II (2012-2013)

ASSESSMENT AREA (1 OF 2): BIRKAM HEALTH CENTER USAGE

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

This year, a User/ Nonuser Student Survey was created and administered to all registered students on the main campus of FSU. The goal was to glean information about why students use or do not use the Birkam Health Center (BHC) and to assess what their overall thoughts, opinions and ideas were about the BHC. An electronic survey was created by a team of BHC staff members with help and support from the Office of Institutional Research and Testing.

The overall goal is to increase student usage of the BHC and to improve its reputation on campus. The outcome data will be shared with the BHC staff, students, and the administration of the University.

Assessment Category

What category does this assessment initiative fall under?

The category this assessment falls under is Customer Satisfaction/Customer Service (Survey results, etc.) and Participation/Capacity Management (Number of participants, etc.).

Assessment Results

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

The assessment gleaned much information in a couple areas. First, we learned that the majority of students who do not use the BHC were either unaware that they could and of its availability, and/or they heard horrible stories about the care they would receive – mostly that they would/could get sicker by coming in. The second most popular reason was that it cost too much to utilize the BHC. For those students reporting they used the BHC, they chose it for convenience, reasonable cost, and trust in the staff and services. Their critique; however, was that the facility looked old, run-down, and not well-maintained.

Explore Possible Actions Based on Assessment

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

Several action steps were implemented immediately to begin addressing the student responses. First, staff members created sub-committees to address specific areas; such as outreach, image improvement, and cost/benefit analysis within the BHC. Teams came up with logo and branding changes; ideas and plans for outreach events and advertising; and recruiting and hiring a highly skilled Medical Records, Billing, Coding and Insurance Specialist to oversee an area of the BHC that was not being operated successfully. Finally, close examination of the clinic, its condition and need to improve equipment and environment, led to a request for funds to make necessary improvements and renovations.

ASSESSMENT AREA (2 of 2): COLLABORATION & SERVICES

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

Student Learning Outcomes (such as Student Affairs Student Employee Survey results, etc.)

Assessment Category:

What category does your assessment initiative fall under?

Student Learning AND Other:
The goal is that this category will eventually become Student Learning focused. This year, the BHC welcomed two interns from outside schools in the area of Medical Assisting and Health Care Administration. Because BHC had never hosted interns, especially in this area, it was decided this year that we would begin to build this internship opportunity and hopefully offer it to the students of FSU.

In addition, we collaborated with the College of Pharmacy by providing a site where pharmacy students could administer flu vaccines for additional skill building and practice.

Assessment Results:

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

The two students we had from outside schools provided us with a lot of design and implementation information, as well as what we might expect in terms of skill level and needs of the student regarding supervision and direction.

We learned cutting edge information from the outside students as well as the COP students who provided injections. These students obtained hands-on, real-world experience by interning and volunteering their time in the BHC.

Explore Possible Actions Based on Assessment:

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

We would like to begin collaboration with the College of Health Professions to offer formal internships to students of FSU who are studying medical records management, health care administration and possibly nursing. We will continue to partner with COP to give those students additional exposure to injection practice.

Part III (2013-2014)

What continuing or new assessment activities are you targeting next year (2013-2014)?

1. We will be examining the effects of the BHC improvements on patient satisfaction as well as on increased usage of the BHC.
2. The billing and finance areas will hire and train for the first time, student employees as well as have interns from FSU.
3. Additionally, it was identified through the NCHA assessment that FSU students are at risk of sexual activity related problems including unplanned pregnancy and the contraction of STIs due to frequency and type of sexual behavior, including limited use of safe sex practices. The BHC would like to further assess this and work toward increasing sexual health on campus.
4. Finally, the BHC is partnering with math and accounting professor, Victor Piercey, in the creation of a Service Learning Project for Math 117 students that will look at cost – a benefit analyses on specific services provided.

CENTER FOR LEADERSHIP, ACTIVITIES AND CAREER SERVICES

Submitted by: Angela Roman

Part I (2011-2012)

What changes did you make as a result of last year's assessment (2011-2012)?

Student Employee Initiative – Our assessment results indicated we needed to change some of the Professional Trainee (PT) professional development opportunities. During the 2012-13 year, we added a book club that met once per month to study "Strengths Quest." Each PT took the "Strengths Quest" test, read the book, and discussed it with other Professional Trainees. They liked it so much they want to keep a book club as part of future professional development.
Student Employee Training – Last year's assessment told us about areas that our student employees needed more training regarding specific office processes. In the 2012-13 year, we began creating written processes and guidelines for all of our highly used processes such as Poster guidelines, OrgSync reporting, and Career Week items. We are continuing to create these guides which are posted in our Google Site area and printed in a binder at the front reception desk. This has helped with training tremendously.
Volunteer Center - Our assessment from last year told us that we needed to increase survey participation and increase our customer satisfaction. In the 2012-13 year, we provided better training and help guides to our student employees so they can provide better customer services. We also resent the volunteer survey during the Spring semester to all Ferris students instead of just students who submitted volunteer hours. This provided a better completion rate and gave us an idea of why students do not use the Volunteer Center.

Part II (2012-2013)

ASSESSMENT AREA (1 OF 2): CO-CURRICULAR LEARNING OUTCOMES

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

Our Center worked with a variety of departments around campus to create a co-curricular learning newsletter that advertised all the educational workshops and events around campus. We wanted to know what students felt they were learning by attending these workshops and if the learning could be connected to the Ferris Learning Outcomes.

We sent out a QuestionPro online survey to all Big Rapids Campus students in April 2013 after all of the events were completed for the year. The survey focused on 15 of over 50 events held on campus that the newsletter advertised. The 15 events that we focused on in this survey were diverse to ensure that the Ferris Learning Outcome of each event was different. A total of 130 students completed the survey.

Assessment Category

What category does your assessment initiative fall under?

Student Learning Outcomes

Assessment Results

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

Our students learned:

- At 14 of the 15 events; 61%+ of the students who attended the event stated they could do well or teach others how to do the specified Ferris Learning Outcome. As showcased below, the only event below the 61% was significantly lower at 45%. This particular event was titled, "Beyond: Silk Road," and was the only event that was not a guided experience.
- More specifically these students learned to:
  - 61% Describe social/behavioral science-based conceptions of self, others, and social systems
  - 67% Integrate earlier knowledge with new knowledge and experiences
  - 95% Communicate with effective and appropriate verbal and nonverbal messaging (5STAR)
  - 92% Analyze options to make informed decisions (drug and alcohol event) (5STAR)
  - 87% Explain how to manage debt effectively
  - 91% Describe the relationship between nutrition, stress management, and wellness
  - 71% Explain how historical and contemporary social conditions influence the status and treatment of individuals and groups
  - 100% Explain how diversity shapes people's relationships within and among groups across societies and cultures (MLK events as a whole)
  - 95% Interact respectively with diverse others (5STAR)
  - 89% Engage team members in ways that facilitate their contributions to the project
  - 71% Analyze wellness options to make informed decisions
  - 70% Discuss the value of divergent and varied opinions and perspectives
  - 75% Identify the context and assumptions of a point of view
  - 75% Describe how participation in civic engagement activities develops a sense of civic identity and commitment

Staff learned:

- Outside of the classroom workshops can easily be connected to the Ferris Learning Outcomes and students state they are learning these outcomes
- The best learning took place at 5 STAR events
- We counted number of respondents that attended each event and learned that 5 Star events are still the best attended events. The lowest attended events were the health and wellness events.
- We asked how students want to be notified of events and email was chosen by 45% of students with Poster and Social Media getting 19% and 17% respectively.

Explore Possible Actions Based on Assessment

What investigative research, changes or improvements do you plan to engage in as a result of what you *learned?*

Based on this assessment, we will continue to hold 5 STAR events and put more emphasis on email notifications to increase attendance. All of our workshops were a success in terms of the learning that occurred; however, we need to look at ways to better assess this learning instead of a student-reported, end-of-the year electronic survey. We will be sharing this information with the committee members who took part in the newsletter so they can learn more about their specific events.

ASSESSMENT AREA (2 OF 2): VOLUNTEER CENTER

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

We assessed the Volunteer Center last year with a small number of respondents and significant customer service changes that needed to take place. Due to this, we wanted to assess the Volunteer Center again to see if our improvements made a difference. We also realized the Volunteer Center had an on-going survey through IR&T that was produced every two years. We wanted to conduct the same survey so we could compare the Volunteer Center changes over time.

An electronic survey was sent to all Big Rapids Campus students through the Institutional Research and Testing office. Participation in this survey increased greatly: 2009 – 6 participants; 2011 – 1 participant; 2013 – 323 participants.

Assessment Category

What category does your assessment initiative fall under?

Student Learning Outcomes
Satisfaction

Assessment Results

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

Our students learned:

- We identified 4 learning outcomes of student participation in volunteering opportunities:
    - Appreciation of cultural and human differences
        - Did not learn this – 2009 (33.3%) 2011 (100%) 2013 (54.1%)
        - Did learn this – 2009 (66.7%) 2011 (0%) 2013 (45.9%)
    - Sense of Civic Responsibility
        - Did not learn this – 2009 (16.7%) 2011 (0%) 2013 (33.7%)
        - Did learn this – 2009 (83.3%) 2011 (100%) 2013 (66.3%)
    - Communicating Effectively
        - Did not learn this – 2009 (50%) 2011 (0%) 2013 (39.5%)
        - Did learn this – 2009 (50%) 2011 (100%) 2013 (60.5%)
    - Personal Development
        - Did not learn this – 2009 (16.7%) 2011 (100%) 2013 (18.6%)
        - Did learn this – 2009 (83.3%) 2011 (0%) 2013 (81.4%)

Staff learned:

- It is unclear as to why participation was much larger than in the past but we know the most recent data is the best we have ever had.
- Students are learning most about increasing their sense of civic responsibility from the volunteer experience which is good. We think it is interesting that learning how to communicate effectively is not something being learned as a volunteer.
- Most students are not finding their volunteer opportunities through the Volunteer Center: 2009-0%; 2011 – 0%; and 2013 – 42.6% found opportunities through the Volunteer Center or an SLA office.
- Interestingly, students felt satisfied with the variety of volunteer opportunities that we post: 2009 – 66.7%; 2011 – 100%; 2013 – 72% were satisfied with variety
- Students are satisfied with the volunteer hour reporting process:
  2009 – 83%; 2011 – 100%; 2013 – 85%
- Satisfaction increased over time with regard to how long it takes to get volunteer hours approved:
- 2009 – 33.3%; 2011 – 100%; 2013 – 87% of respondents were satisfied
- Satisfaction with feedback from staff has improved:
  2009 – 66%; 2011 – 100%; 2013 – 88% were satisfied with feedback
- Overall satisfaction with the Volunteer Center has stayed the same:
  2009 – 83%; 2011 – 100%; 2013 - 83% were satisfied with services
- The open ended comments always provide an interesting insight. Most comments in the 2013 survey gave insight into why students were not using the volunteer center. This will be helpful in future marketing and outreach. Some comments to this topic were:
  - "I live over an hour away so I am only on campus as needed for classes and do not come to campus for anything else."
  - "I get all my information from the FSU Honors Program" (not the Volunteer Center).
  - "There needs to be more information because I volunteered and never knew there was a place that could help me."
  - "The center has to be available for the international students too. I just got in touch with the Volunteer Center because I asked, otherwise, I would never hear about it."

Explore Possible Actions Based on Assessment
What investigative research, changes or improvements do you plan to engage in as a result of what you learned?

Based on the assessment, there are a few things that could take place. The learning outcomes that have been historically used are good but we would like to look at describing these better, connecting them to the Ferris Learning Outcomes, and being more intentional about articulating those outcomes to students. We would also like to improve customer satisfaction with the number, variety, and quality of volunteer opportunities that we post. I will share all the survey results and this highlights report with our student volunteer manager in order to help her with training and volunteer opportunity development during the next year.

Part III (2013-2014)

What continuing or new assessment activities are you targeting next year (2013-2014)?

1. We will be focusing on increasing attendance at most campus-wide events. We will be tracking event attendance and using a variety of advertising methods.
2. We are implementing a back to basics theme for the next year. With a new office and staff, it is important that we analyze our most important services to ensure they are all high quality and effective. We intend to analyze resume critiques, mock interviews, Volunteer Center services, and RSO management.
3. The Professional Trainee development will be moving to a Ferris Connect shell and will involve more participation in describing and proving what they learned as a result of being a professional trainee. We will assess this learning differently in the coming year. We will also assess the overall satisfaction and impact of the professional trainee program by conducting a survey of those students who completed the program and are now working.

FINANCIAL AID

Submitted by: Sara Dew

Part I (2011-2012)

What changes did you make as a result of last year's assessment (2011-2012)?

Based on the student survey results, we received from 48 students from our inaugural year of presenting financial literacy to FSU100 freshmen students, we modified our presentation. From the data, a pattern evolved in that students wanted more information on general financial aid topics, such as subsidized versus unsubsidized loans, alternative loans, more about the FAFSA, and how financial aid is determined, to name a few. We listened to the students and made corresponding changes in an effort to provide a meaningful message to students.

Part II (2012-2013)

ASSESSMENT AREA (1 OF 2): FINANCIAL LITERACY/MONEY MANAGEMENT PRESENTATIONS

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

Our office continued to assess our financial literacy/money management presentation which is an optional presentation for FSU100 courses. For 2012-13 our Financial Aid Advisors presented to 49 FSU100 classes compared to 8 FSU100 classes for the 2011-12 school year. Data was collected from an eight question student survey at the completion of the presentation. The total surveys collected were 572.

Assessment Category

What category does your assessment initiative fall under?

Student Learning

Assessment Results

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

Highlights of some of the things we learned are listed below:

- 87% of students correctly answered "Why should you file a FAFSA early," which reflected that students understood the message we were trying to communicate.
- Interestingly, although 87% of the students asked answered the aforementioned question correctly, when asked, "Now that you know more about Financial Aid, what are you going to actually do about it?" only 34% indicated they would file the FAFSA early. This may highlight a disconnect

from understanding the information, and not doing anything different or taking action on this new information. How do we get students to put the information to use?

- The top five answers to the question, "What specific action steps are you going to take to improve your financial situation?," were:
  - 17% of students said they would get a job/increase income
  - 16% of students said they would budget/save
  - 16% of students said they would apply for a scholarship/look for other aid
  - 14% of students said they would borrow only what's needed/know what they owe
  - 10% of students said they would use money wisely/don't overspend
- The top three answers to the question, "What steps can you take to be a responsible borrower?," were:
  - 44% of students said they would borrow wisely/only borrow what they need
  - 16% of students said they would pay on time/or early
  - 11% of students said they would know what they owed
- The top three answers to the question, "List one or more topics that you wish had been covered, but was not discussed," were:
  - 58% of students said the presentation was good/had no suggestions
  - 12% of students said scholarship/TIP
  - 6% of students said budget to get out of debt/credit cards
- 93% of students said they would recommend the class to friends and that it was informative, which was encouraging and reinforcing that our message is relevant.

Explore Possible Actions Based on Assessment

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

When only 11% of students indicated they needed to know what they borrowed in order to be a responsible borrower , it became an area of concern for our office. We feel loan borrowing is an area that we need to work on in terms of knowing why this is important information to know and where students can go to get this information. Perhaps we could do these presentations in a computer lab and provide hands on experience to where they can get this information.

We discussed creating an "assignment" for students after the presentation and have them send the answer to the FSU Instructor, who would then forward them to us. For example,"If you received financial aid this year, how much of your award is loans?" This would highlight where to get this information as well as for students to get an understanding of the types of financial assistance that make up an award (i.e. grants, scholarships, work, and loans).

We also discussed adding some more information regarding scholarships, not only as a result of this survey, but also the Loan Debt Survey that follows in this report. Students and parents often think that scholarships are wide and plenty to assist with college. In fact, our web page has several links to online search databases that we provide as a service; but we cannot report how many students have received scholarships as a result of their efforts. We don't want to discourage students from looking for free sources of financial aid, but we also want to provide a realistic picture for the chances of receiving the scholarship. We are thinking of including scholarship data to show how many Ferris students receive an outside scholarship and/or private scholarship.

Finally, due to the positive feedback from the survey, we wanted to share this information with Shelly VandePanne who coordinates the FSU 100 courses as a marketing tool to encourage other instructors to have our office come into a class and present.

ASSESSMENT AREA (2 OF 2): LOANDEBT

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

Our office assessed students' perceptions and understanding of loan debt. Financial Aid collaborated with a graduate assistant from Institutional Research and Testing to help create and administer a 17 question survey to students. Students who had loan debt greater than $1000 and were an active Ferris student were selected to get an email requesting completion of the survey; 1,954 students responded.

Assessment Category

What category does your assessment initiative fall under?

Student Learning

Assessment Results

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

We learned a lot of different things from the survey, but will highlight just a few below:

- We learned that 83% of Ferris students are concerned about how they will repay their loans following graduation.
- On average, 70% of the respondents were not aware of online tools available to them on our Ferris website, (i.e., National Student Loan Database System, Financial Awareness Webpage, Student Loan Calculators).
- 71% of the respondents reported that they did not change their major, with 22% reporting that they changed their major once.
- 60% of the students who responded were interested in receiving more information on ways to reduce and combat loan debt; and 89% of respondents wanted to receive the information by way of a link to a website for helping manage loan debt, followed by 20% of respondents wanting a face-to-face meeting with a loan debt advisor.
- Students were asked what kind of information they would like to receive. Besides three canned choices, students had the option for "Other" and to write it in. This proved very interesting as the responses were wide and varied. Twenty-Four percent gave commentary on the survey tool itself whether it was positive or negative. Eighteen percent of the students gave commentary on how expensive college is, and the next highest percentage was 12% with students wanting more information on how to reduce debt.

Explore Possible Actions Based on Assessment
What investigative research, changes or improvements do you plan to engage in as a result of what you learned? What could we or should we do with this information?

In reading the comments of students who wrote information regarding what they would like to receive, one thing jumped out to us, which was that students do not seem to understand all the services we provide. We discussed using various media sources, including the Torch, as a way to increase awareness of all the services we provide, highlighting that we are not merely the place that awards financial aid and provides a refund. We discussed highlighting personnel in the Financial Aid Office to give us a more approachable and friendly appearance; a place that student's want to come to get financial help.

We discussed ways to increase our awareness with providing Tips of the week using email and/or Facebook. These could highlight our on-line tools/links in an effort to lead them to resources available. We discussed ways to provide alternative loan counseling, helping students understand the difference between private and Federal loans. Basically what we want to do is listen to students about the information they are interested in receiving and provide it in ways that are meaningful and relevant.

The Financial Aid Office is looking at hiring students this fall to begin a peer mentoring program, which we hope will help provide outreach to students on the services we can provide. This group of students will be asked to do the following: deliver Money Management presentations to FSU100 classes; maintain weekly office hours within the Timme Center for peer financial counseling; provide evaluation, assessment, and feedback related to Financial Awareness activities; attend graduation fairs to assist with Exit Loan Counseling; participate in outreach activities with student organizations to promote Financial Awareness; support delinquent student borrower outreach initiatives; and attend campus events promoting Financial Awareness.

Lastly, we are also considering doing another survey in a couple of years to see how attitudes have changed, if at all. We would also like to ask if any of the students attended a money management presentation.

Part III (2013-2014)

What continuing or new assessment activities are you targeting next year (2013-2014)?

Since we are beginning a new peer mentoring program, there are two things we want to assess as we begin this journey:

1. This would relate to assessing participation, in that we want to keep track of such things as how many students the peer mentors have contact with, and what topics the peer mentors are discussing with them.
2. Once students have contact with a peer mentor, then we would develop a survey to assess what the student learned from the contact. This would relate to the assessment category of student learning.

INSTITUTIONAL RESEARCH & TESTING

Submitted by: Mitzi Day/Kristen Salomonson

Part I (2011-2012)

What changes did you make as a result of last year's assessment (2011-2012)?

Assessment Area (1 of 2): Satisfaction & Utility of Ferris Retention

As a result of the assessment of our retention reports, we made several changes to extend and enrich the data we provide to guide student success and retention. In collaboration with Associate Provost Potter, IR&T provided additional retention resources at both the college and department level. This data was used by the Deans in each of the colleges to guide conversations on their current performance levels and to identify key data elements to follow for improvement. Several of these enhancements are available for viewing and downloading in the data resources section of the IR&T website.

Assessment Area (2 of 2): Ferris State University Fact Book Student Learning

In order to make it easier for instructors to utilize the activity without having to have physical copies of the Fact Book, instructors can now use the activity as an out-of-class assignment with the students accessing the material through the IR&T website. Alternatively, those classes meeting in a computer lab may use the assignment and the electronic resources during class. An updated version of the quiz for the 2012-13 Fact Book is now available.

Part II (2012-2013)

ASSESSMENT AREA (1 OF 2): STUDENT SUCCESS RATIO DEVELOPMENT - TALENT 2025

What are you assessing?

IR&T collaborated with a workgroup of other IR professionals from West Michigan post-secondary institutions to create an alternative measure of retention and graduation rates. Our goal was to develop a measure that more truly reflects the activity of students. TALENT 2025 is a coalition of more than 60 CEOs from major employers in the West Michigan region who are focused on what is needed today to ensure that West Michigan can successfully meet the workforce needs in 2025. The group conducts research to identify gaps and leading practices in the talent development process. It convenes the appropriate stakeholders to design plans and implement actions to improve that process. TALENT 2025 is working with 13 university, college and community college presidents, K-12 educators, government officials, foundations and other stakeholders to ensure that everything possible is being done to create a globally competitive workforce by 2025. As a result of this group, a new measure titled the ***Student Success Ratio*** was created. It takes into account the various paths a student may take when completing her/his degree. A copy of the past two years of data using this metric is attached to this report. As a result of the new method of computation, our graduation rates better reflect the actual educational outcomes of our students. The motion of success is expanded to include not only students that started at Ferris and earned their degrees here – but also those who attended here and later completed at another institution.

Assessment Category

What category does your assessment initiative fall under?

Student Learning Outcomes

Assessment Results

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

Overall, the data indicated that our students at Ferris are graduating from our institution at rates higher than ever. Many of those who opt to leave Ferris pursue their education at other institutions rather than stopping their efforts altogether. For the first time we can track a student once they leave Ferris. This data enrich existing data resources from IPEDS and gives institutions a clearer metric to compare their student success.

Explore Possible Actions Based on Assessment

What investigative research, changes or improvements do you plan to engage in as a result of what you learned?

We now have two years of the data to examine. Efforts are underway to assess the possibility of post-secondary institutions in Michigan joining a consortium that will collect student success data and publish the findings on a nation-wide basis. The model they propose is very similar to the one developed for the 2025 group. We will know more as the end of 2013 approaches. We are excited about this possibility because it takes into account the complexities inherent in a student's journey from their first day at a university or college to the time they graduate.

ASSESSMENT AREA (2 OF 2): NON-ENROLLING STUDENT SURVEY

What are you assessing?

Each year a number of students are accepted to Ferris State University, but opt instead to attend another institution. In addition, they may choose not to enroll in post-secondary education at all. From an enrollment management perspective possessing additional information about these individuals may inform a change in recruitment tactics and strategies. Of course we want to maximize our yield – that is the ratio of those accepted to those enrolled. In order to delve further into this important issue, we administered a survey to students who were accepted but did not enroll in the fall of 2012. That semester IR&T employed a research intern (a senior majoring in psychology) who worked in conjunction with IR&T staff to develop, collect and analyze the data. The first step in this process was to obtain a list of students who applied but did not enroll. We then sent that information to the National Student Clearinghouse. The NSC is a national database that contains information about post-secondary enrollment for a large percentage of institutions in the United States that distribute federal financial aid. From this data we were able to discover where students chose to attend rather than Ferris. The data is not provided on an individual basis, but solely at the group level. The results indicated that the students were most likely to attend Grand Rapids Community College, Central Michigan University, Michigan State University or Saginaw Valley. The results help us to analyze how we might position ourselves to attract more of these students. A survey was also sent to these students asking them 12 questions including where they were currently attending, why they selected that institution and what was it about Ferris that resulted in it not being their first choice institution.

Typically, response rates to surveys of students who never attended your institution are low. Here our response rate was .7% (29 returned surveys from a sample of over four thousand) after two reminders and prizes for completion. As a result of the low response, any data from the survey is suspect in terms of generalizability.

Assessment Category
What category does your assessment initiative fall under?

Satisfaction

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

Large data sources such as the NSC and the ACT Data Service appear more fruitful than conducting surveys for this population. Our assessment plans include continuing and expanding our use of these services to ascertain the preferences of our applicant pool. Unfortunately, we need to rethink whether to continue with the survey of non-enrolling students. There are not many remaining viable options in terms of increasing participation. At this juncture, too much staff time and budgetary resources are being committed to a project that yields few benefits.

Explore Possible Actions Based on Assessment
What investigative research, changes or improvements do you plan to engage in as a result of what you learned?

As a result of our analysis of where students opted to enroll when they did not choose Ferris, we are implementing a "Secret Shopper" visit program to gather information on what other institutions are doing in terms of their visit programs and general marketing materials from prospect to applicant to admitted student. Our "team" of a mother and son are visiting our top competitors including Grand Rapids Community College, Grand Valley State, Saginaw Valley State, Central Michigan, University of Michigan-Dearborn as well as some institutions in Indiana and Illinois.

Part III (2013-2014)

What continuing or new assessment activities are you targeting next year (2013-2014)?

Based on the assessment highlights presented for 2012-13, Institutional Research & Testing will be focusing on two primary assessments for the upcoming year.

As a result of a staff departure and reassignment of duties, we will complete a project originally intended for this year. We plan to assess the effectiveness of the Program Review Data Reports and its associated process that Institutional Research & Testing provides to assist those responsible for creating the *Program Review Document*. A survey of the users for the past three years will be distributed.

A major focus for the IR&T area in the next year will be assessing the patterns of degree completion for our minority student population. Currently, we have a Research Intern working on gathering student institutional data as well as data from the National Survey of Student Engagement in an effort to discover the underpinnings of their departure from Ferris.

OFFICE OF MULTICULTURAL STUDENT SERVICES

Submitted by: Matthew C. Chaney/Michael Wade

Part I (2011-2012)

What changes did you make as a result of last year's assessment (2011-2012)?

As a result of last year's assessment, the Office of Multicultural Student Services (OMSS) increased our focus on student learning, and sought to create more meaningful measures to gather outcomes during the 2012-2013 year. Our department created student learning objectives and assessed the outcomes for our student assistants, students in our T.O.W.E.R.S. leadership development program, outreach efforts to the campus community, and with our cultural programs.

Part II (2012-2013)

ASSESSMENT AREA (1 OF 2): T.O.W.E.R.S. LEADERSHIP DEVELOPMENT PROGRAM

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

The Office of Multicultural Student Services (OMSS) assessed areas of our TOWERS leadership development program including communication, engagement, student learning and student development. Our intended learning outcomes were able to:

- Examine how TOWERS students communicate for the implementation of effective communication tool(s)
- Chronicle the participation of TOWERS students in order to promote and create engagement opportunities in the program
- Identify the level of student learning and development of TOWERS students to formulate individual student success plans for them

In order to collect the data for the TOWERS program, OMSS facilitated one-on-one meetings with new TOWERS students, utilized our monthly meetings as "focus group" discussions, and students in the program continued to submit monthly journals. All methods help to gather information on the areas we were looking to assess.

OMSS shared assessment results and potential action items to the students in the TOWERS program and with the OMSS administrative staff. We've used written materials to articulate the outcomes of the data. The findings were briefly communicated to students at the TOWERS end-of-semester gathering, and full results were forwarded to them via email over the summer. The OMSS administrative staff was routinely updated on the program through staff meetings and email.

Assessment Category

What category does your assessment initiative fall under?

- Participation / Capacity Management
- Student Learning Outcomes

Assessment Results

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

From assessing TOWERS this year, our department learned the following:

- Communication - we learned that TOWERS students preferred to utilize group talk cell phone apps such as "GroupMe", and preferred to receive communication for school through MyFSU and FerrisConnect/Blackboard; students shared their dislike of messages via OrgSync, their Ferris email and even on Facebook.
- Engagement - we learned that TOWERS students attend, on average, 3 of the promoted events per week each semester and that most of the events attended were those coordinated by RSO's; we learned that engagement via our TOWERS Leader & Protégé matchups were suffering due to student scheduling conflicts, cliques (Leaders not being Leaders), and inconsistent communication with one another.
- Student Learning/Development - we learned that TOWERS students gained an increased understanding by attending and participating in promoted events. We learned that students in the program would like to see more events/workshops/presentations focused on diversity, financial aid management, career planning, conflict resolution, and collaboration.

Explore Possible Actions Based on Assessment

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

OMSS has already started to use the data for improvement. Communication, engagement, student learning and development are quintessential areas that we aim to continuously improve with TOWERS. We plan to look at each of these areas to make adequate adjustments in order to make the program more effective and beneficial for the students. Available resources are the primary factor affecting the decision-making process on what and how to improve TOWERS. Factors such as financial costs for the program, to the amount of staff and students needed to successfully coordinate the program will be discussed as we move forward to improve the program.

The assessment tools we used during the 2012-2013 year were valid for what we wanted to learn. The qualitative data we have received has been essential in laying the foundation for our growing program. OMSS will continue to share updates on the TOWERS program with the Student Affairs Administrative Council, and seek out opportunities to share with other leadership development and mentorship centered programs on campus.

ASSESSMENT AREA (2 OF 2): CULTURAL PROGRAMS

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

The Office of Multicultural Student Services (OMSS) assessed our coordination of cultural programs on campus. For the 2012-2013 academic year, our intended learning outcomes were to be able to:

- Create specific student learning outcomes of each of our cultural heritage celebrations
- Formulate annual Academic Service Learning (ASL) opportunities for Ferris students
- Describe, evaluate, and communicate the impact of cultural engagement on students

To collect assessment data, OMSS chronicled past and existing programs, collected student responses that attended cultural programs, as well as worked with faculty to coordinate ASL opportunities. Our department has shared assessment results with members of our campus-wide planning committees, our OMSS administrative staff, and with faculty that have supported our efforts. We've used video, social media, written materials, and individual testimonies to articulate the outcomes of the data.

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

- Participation /Capacity Management
- Student Learning Outcomes

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

From assessing OMSS cultural programs this year, our department learned the following:

- Student Learning Outcomes - we aligned our events with the University-wide Student Learning Outcomes (UWSLO's) that we could chronicle such as culture, self, and society. We highlight those UWSLO's in descriptions of events we promoted to faculty as well as on flyers.
- Academic Collaboration & Academic Service Learning – Each semester for years we were hosting collaborative cultural programs exclusively with academic courses; COMM 366, COMM 340, TDMP 466 were courses that worked closely with OMSS on events such as the 2012 Mix-It-Up @ Lunch Activity, the 2013 MLK Celebration and the 2013 Cesar Chavez Social Justice March in GR.
- Cultural Engagement Impact on Students - we learned that students were positively impacted from attending our department's cultural programs; events such as the Powwow, the 2013 MLK Celebration, and the 2013 Taste of Asia celebration were noted as highlights from student insights

Explore Possible Actions Based on Assessment:
What investigative research, changes or improvements do you plan to engage in as a result of what you learned? What could we or should we do with this information?

As a result of what we have learned, OMSS plans to make continuous improvements to our cultural programs. Building the framework for student learning outcomes, maintaining and growing academic collaborative efforts, and chronicling the impact our programs have on students are all areas we plan to act on.

We believe the methods of assessment we used for our cultural programs were valid. We have stepped away from general satisfactory surveys and created more learning objective centered handouts, pre-surveys and quizzes which are survey instruments we plan to continue to use. OMSS will continue to share updates on cultural programs with the Student Affairs Administrative Council, and has begun constant dialogues on collaboration with the Office of International Education and Center for Latin

Studies.

Part III (2013-2014)

What continuing or new assessment activities are you targeting next year (2013-2014)?

OMSS will continue to chronicle engagement, student learning and development in the TOWERS leadership development program. Our department's new assessment activities will be connecting how TOWERS students' continuous participation in the program positively impacts their retention at Ferris State University. As with cultural programs, we plan to continue our assessment of student learning outcomes and increasing our collaboration with the division of Academic Affairs. Also, a new and continuing cultural assessment activity will be chronicling the impact that cultural engagement has on Ferris students. Again, retention efforts and compiling data in this regard will be a central focus of our department going forward.

Possible Action Steps:

- **Strengthen data collection**
- **Mapworks?**
- **Assess Cognitive/Non-Cognitive activities (TOWERS retention component)**
- **Offering possible academic plans as a service?**
- **Intrusive Advising**
- **Learning Centered Activities**

OFFICE OF STUDENT CONDUCT

Submitted by: Nicholas Campau

Part I (2011-2012)

What changes did you make as a result of last year's assessment (2011-2012)?

- One of the most time intensive promotions that the Office of Student Conduct does is the "Know the Code" presentation. In an effort to determine if this presentation helped students make more informed choices about their behavior, a question was inserted into the student survey asking if they have attended a Know the Code presentation.
- In response to comments made that faculty would refer cases and never hear back, we have changed our procedures. We now communicate an estimated timeline of how the incident will be resolved when we receive a report of academic misconduct. Upon hearing the case, we now will notify faculty who refer academic misconduct of the outcome.

Part II (2012-2013)

ASSESSMENT AREA (1 OF 2): POST HEARING STUDENT SURVEYS

What are you assessing?

The Office of Student Conduct has designed the student conduct process with intentional goals in mind and has measures in place to determine if we are successful in reaching these goals. As a result of a student's participation in the conduct process, the following should occur:

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

Once a student completed their sanction and their incident was closed, a survey was automatically sent to their MyFSU email account. A total of 703 surveys (out of 1100 cases) were distributed, of which 68 were completed representing a 9.7% response rate.

Assessment Category

What category does your assessment initiative fall under?

This assessment measures participant learning outcomes.

Assessment Results

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

Students learned (or reported):

- How violating University policy could impact their personal and career goals.
- As a result of participating in the conduct process, they have not violated University policy.
- Students reported that they will modify their future behavior as a result of what they learned through their experience.
- Over 86% of students accepted responsibility for their behavior.
- 75% of students felt the conduct process was considered "fair."
- 92% of students reported being treated with respect during the conduct process.
- 72% of students reported that their opinions and perspectives were considered during their hearing. Only 7% "disagreed" or "strongly disagreed" that their opinions and perspectives were not considered.

OSC learned that, as a result of their participation in the conduct process:

- Students are not as informed about the conduct process prior to their hearing.
- Students struggle to see how their actions affect the community.

Explore Possible Actions Based on Assessment

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

As a result of our assessment we have made these changes:

- Previously an electronic document about students' rights and the conduct process was sent with every hearing notification with the file name "Notification Inserts." To encourage more students to read the information we have renamed the file "Things to Know Before Your Hearing."
- We will encourage all hearing officers to try to incorporate community focused reflective questions in their hearings.
- We are engaging our vendor in conversation about adjusting the timing of when surveys are sent. Due to set timeline procedures, the survey is not sent to the student until 5-6 weeks after the incident had occurred.
- We have removed and re-worded some questions to make the survey easier to understand and quicker to complete. Previously the survey was over 40 questions long, for the 2013-2014 year the survey will be approximately 20 questions.

ASSESSMENT AREA (2 OF 2): STUDENT DEMOGRAPHIC DATA

What are you assessing?

The Office of Student Conduct has not, in recent history, looked at demographical data of the students that had gone through the conduct process. Following the conclusion of the Spring Semester a list of student ID numbers was sent to enrollment services to pull demographic data on every student who had a hearing, regardless of the outcome. For the spring semester, 398 students participated in the conduct process and we were able to inquire the following about each student:

- Gender

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

Assessment Category
What category does your assessment initiative fall under?

This assessment measured student demographic and academic information.

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

OSC learned

- The average cumulative GPA of the students we saw was a 2.61 (median was 2.68).
- 67 students had less than a 2.5 High School GPA, and of those students, the Ferris cumulative GPA averaged 2.19.
- 81 students had a cumulative GPA below a 2.0, and 112 had a semester GPA below a 2.0.
- 48 students had a cumulative GPA at or above a 3.5.
- The degrees with the highest number of students in the conduct process was:
    - Pre-Criminal Justice (41/10%)
    - General Studies (24/6%)
    - Pre-Pharmacy (20/5%)
- We had an overwhelming number of males (274/69%) participate in the conduct process versus females (124/31%).

Explore Possible Actions Based on Assessment
What investigative research, changes or improvements do you plan to engage in as a result of what you learned? What could we or should we do with this information?

- As the University moves to an entrance requirement of a 2.5 High School GPA, we expect to see a decrease in the number of conduct cases for the upcoming academic year.
- We are beginning conversations with the School of Criminal Justice to try to better educate students on Ferris' Community Standards.
- In addition to talking with students about how they impact their community, we will look to incorporate students' academic success into our conversation.

Part III (2013-2014)

What continuing or new assessment activities are you targeting next year (2013-2014)?

- Following on last year's plans to develop a bi-annual faculty survey, we would like to conduct another survey for the 2013-2014 school year.

- We will continue to explore best practices in finding an effective way to ascertain what students are learning from participating in the conduct process. This year we are revamping and shortening our survey in hopes to increase the number of complete surveys. Additionally, we are engaging talks with our vendor about adjusting the timing of when the survey is sent. Ideally, it would be sent automatically 3-5 days after the hearing has taken place.

- We would like to develop an assessment for the students, faculty and staff who participate on a University Committee on Discipline. The members of our UCDs typically deal with the most complex cases and are forced to make hard decisions. It would be important to capture what they have learned both about themselves and the conduct process.

PERSONAL COUNSELING CENTER

Submitted by: Renee Vander Myde

Part I (2011-2012)

What changes did you make as a result of last year's assessment (2011-2012)?

After eliminating redundant assessment tools used in counseling with individual students, the Personal Counseling Center (PCC) was able to be more efficient in assessment of the mental health of counseling students, became more strengths-based in our assessment tooling, and promote better customer service by reducing the amount of paperwork students would have to fill out at intake, at each counseling session, and at the termination of counseling.

In addition, the new assessment tool data is collected electronically at Penn State Center for Collegiate Mental Health where aggregate data from more than 140 universities is used to determine trends in college student mental health. Finally, this assessment tool is far more efficient because it is already uploaded and scored in our new EHR system, Medicat. This tool provides comprehensive, strengths-based intervention suggestions, keeps in line with our solution-focused treatment modality, and doesn't cost any additional money, all unlike the OQ45 that we eliminated.

Part II (2012-2013)

ASSESSMENT AREA (1 OF 1): COUNSELING / THERAPY

What are you assessing?

As always, our primary question is – Is therapy working? Having transitioned solely to the Counseling Center Assessment of Psychological Symptoms (CCAPS) during this year, we were better able to assess student outcomes quickly, based upon scores at intake and at termination of therapy. Nationally, and at our own institution, students consistently report improving or being completely recovered. Never has the data shown that therapy doesn't work or hasn't worked. For the PCC however, we look at individual areas of student success through the CCAPS to determine if there are particular areas of student improvement that could become even better.

Consistently, results show that students do not often make the connection between therapy and academic success/improvement. We first thought this was something that we might address by asking the questions near the conclusion of treatment – having students discuss how therapy has helped them in school, fostering the connection, but ultimately this still yielded similar results. Moving forward, we are going to ask the question at the outset of therapy, "How can we help you be/remain successful in college by working through these emotional/psychological issues?"

Assessment Category

What category does your assessment initiative fall under?

Because the new assessment, CCAPS, is being fully instated this academic year, there are no current student learning outcomes to report. However, based upon the feedback thus far, students have indicated they like the ease of the new electronic system and the ability to obtain the results of their CCAPS assessment in session that day, rather than having to wait for an outside source to score the assessment, get it back to the therapist, and then to the student. It appears that students also have learned that this efficiency is good.

Assessment Results

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

1. Students appreciate the efficiency of the new assessment tool
2. Students are more willing to fill out the electronic forms completely
3. Students report they feel their information is more private in the new system

Explore Possible Actions Based on Assessment

What investigative research, changes or improvements do you plan to engage in as a result of what you learned?

Based upon the new avenues open to us through the electronic version of the CCAPS and the implementation of Medicat (MediCAPS), we will be able to collect and analyze several data sets from common trends in our student mental health including the length of treatment and the time it takes to schedule an appointment. We will also be able to compare this data with the national data collected by other universities using CCAPS and there are about 140 of them. We learned that students and staff benefit from efficiency and we will continue to make service seamless and efficient for students.

Part III (2013-2014)

What continuing or new assessment activities are you targeting next year (2013-2014)?

The PCC partnered with a couple faculty in the Psychology Department to assess Academic Dishonesty and several components related to it. The PCC will be interested in learning about the emotional and psychological issues related to this area of conduct and appropriate interventions to reduce the incidence of it.

We will continue to work toward a better understanding and/or collaboration with students on making direct correlations between personal counseling and academic success. One area that the PCC will be focusing on is more collaboration with academic units and making that more visible to students, helping them see the connection between personal counseling and their larger college experience, especially in the classroom.

REGISTRAR'S OFFICE

Submitted by: Elise Gramza

Part I (2011-2012)

What changes did you make as a result of last year's assessment (2011-2012)?

Student Employee Learning – Customer Service Skills

There were three main items we learned from last year's assessment of our student employees. While the focus was having our student employees learn customer service skills, we learned three underlying concerns that we could address that would ultimately result in the students learning and providing better customer service. These areas were: 1) communication from the staff to the student; 2) better and more in-depth training; and 3) more Banner access. Because of these concerns, we continue to strive for better communication to ensure they are informed and have better training for our students. We also changed our practice to allow our students more Banner access which allows them to be more self-sufficient in their positions.

Online Graduation Application

We make continual efforts of improvements on and towards the online graduation application. Based on the assessment and success of the pilot, we were able to move the application into an application that is used university wide. This project started in March 2011 and over the last year, we have made continual improvements on the application, ran two single college pilots, opened the application to the rest of the university, and are moving forward with making it a mandatory process for Summer 2013. In addition, this project has made us look at other processes related to gradation, including batch processing for transcripts. Currently, we are looking at a report/job process to inactivate students in our system after graduation. This currently takes several minutes per student and impedes the SAP process in Financial Aid. The new job process being developed will speed the process considerably with the ability to inactivate all graduated students within minutes.

Part II (2012-2013)

ASSESSMENT AREA (1 OF 2): CUSTOMER SERVICE SKILLS

What are you assessing?

We wanted to assess priority registration because despite past changes to the process, inefficiencies and defects still existed. As a result of these inefficiencies and defects, students, staff, and customers had issues during registration. These issues slowed or stopped registration activity or lead to inaccurate registration times. Each of these areas of concern caused frustration and complaints from our customers.

We wanted to assess:

- How many people registered on any given day throughout early registration. This would assist in revealing if any one day had too many new users registering for courses, possibly slowing the system of overload.

- How many students and what types of students received priority registration on the first day. This would assist in revealing how many students were registering the first day within different time blocks and how many had multiple priority registration indicators.
- What were the opinions from stakeholders around campus including, Academic Affairs, Athletics, Honors, and Information Technology. This information would assist in cultivating the exact issues different areas were having with registration and assist in creating a solution that would resolve all of the issues for the stakeholders.

How did you collect this data?

- Banner Reports
- Counts of how many students were newly eligible to register each day of early registration and at what time
- Count of how many students had multiple priority registration attributes and of which kind
- Meetings (focus groups) with Academic Affairs, Athletics, Honors and IT

Assessment Category

What category does your assessment initiative fall under?

Customer Service (internal and external)
Data

Assessment Results

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

From the Data:
Registration activity numbers for each day of registration (Example Spring 2013)

BEGIN_DATE	HOUR_BEGIN	CNT_STUDENTS
18-MAR-13	0730	846
18-MAR-13	0830	765
18-MAR-13	0930	376
18-MAR-13	1030	812
18-MAR-13	1130	2763
18-MAR-13	1230	344
18-MAR-13	1330	2192
18-MAR-13	1430	1077
19-MAR-13	0730	1217
19-MAR-13	0730	252
20-MAR-13	0730	571
20-MAR-13	0730	286
21-MAR-13	0730	523
21-MAR-13	0730	653

22-MAR-13	0730	1019
25-MAR-13	0730	673
26-MAR-13	0730	979
27-MAR-13	0730	306
28-MAR-13	0730	1779

- Each day and time slot did not reveal an overly large number of new eligible students. It was originally thought that overloads of students were starting at the same day or time which was causing the system to be slow or stop. The numbers revealed did not seem to validate that thought.

  Multiple Priority Registration Attributes
  2013
  3 attributes-1 student
  2 attributes- 110 students
  1 attribute - 1569 students

  2012
  3 attributes- 2 students
  2 attributes- 96 students
  1 attributes- 1521 students

What did you learn from this data?

From the Meetings (Focus groups)

- Students who had multiple priority registration categories (Athletics and Honors) who received different priority times on the same day were not receiving the earliest time available.
  - We had to rethink how we used attributes to designate priority registration groups
  - This effected student type (Freshman vs. Athletic Freshman etc.)
    - Academic side – Educational counselors (report)
    - Institutional Testing and Research
    - Curriculum restrictions

Explore Possible Actions Based on Assessment
What investigative research, changes or improvements do you plan to engage in as a result of what you learned?

As a result of what we learned:

- We changed how we assign priority registration using PIN registration. The system can now "see" when a student has multiple priority registration types and calculates which provides the earliest time on the first day and assigns a PIN accordingly.

- After initial testing using manual PIN assignment, a program was developed to "look" at students nightly and assign PINs accordingly.

- Student types were changed to be only Freshman, Sophomore etc.
    - This was a benefit to IR and the Registrar's Office for reporting and curriculum restriction purposes.
    - A report was developed for the Colleges/Academic side to allow staff to still see if the student was in Honors or an Athlete without having to use the class standing.
- A report was developed for Academic Affairs/College to see exactly the students registration dates and times.
- A report of how many people are expected to start registering at any day or time is provided to Information Technology for analysis regarding system capabilities.
- Continued discussions are taking place regarding overloading that takes place which stalls the "system."

What could we or should we do with this information?

Intentions of some original processes may or may not be outdated for current purposes. In this example, we found that decisions made during implementation did not take into account several factors that now currently exist. In listening to feedback from stakeholders across campus and evaluating data and how Banner currently works and can work we were able to adjust. These changes were a benefit to many (students, Reg Office, and IR) and an adjustment of "how things have always been done" for others. Explorations like this may not result in a resolution that is as feasible and acceptable as this one. However, we feel like explorations or assessments like this, asking questions of why and how, can possibly benefit processes and the University if it results in a positive change.

ASSESSMENT AREA (2 OF 2): ONLINE GRADUATION APPLICATION

What are you assessing?

We wanted to assess the new annual FERPA notification to students. This notification will start to go out at the start of each Fall semester. Before implementing the notification we wanted to see what students could learn from it, ensure their understanding, seek preference of receiving, and provide any future clarification.

How did you collect this data?

Online survey developed using QuestionsPro delivered through a MyFSU email and announcement.

Assessment Category:

What category does your assessment initiative fall under?

Student Learning
Quality (of notification)

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

Overall survey information:

- Viewed 851
- Started 682
- Completed 335
- Completion rate 49%
- 4 minutes average completion rate

The survey asked the questions listed below. Each question revealed the following:

Q1: What did you learn from the FERPA notification? Open ended responses.

While the results of this question varied, the four bullets below were the most common types of answer and the most telling. For example, we were surprised to learn that most students did not know their records as a student were protected and that they had rights regarding those records. Or just the opposite, that some of their information could be released in various situations without their knowledge or consent. It was interesting to see how often this type of response was reported. We were pleased to learn that the students were also learning the types of information from the notification that were intended.

- Student records are protected
- A student has rights to record
- Some information (directory) can be released without consent
- Student has the right to inspect record

Q2: Do you feel your rights as a student under FERPA are important to understand?

- Yes 90.42%
- No 2.10%
- Unsure 7.49%

Q3: Did this notification contain information you didn't know?

- Yes 80.36%
- No 17.86%
- Other 1.79%

Q4: What section(s), if any, could use more clarification? Open ended responses.

Only 68 of the respondents from the survey responded to this open ended question. Those that did respond repeatedly stated that they understood most of the information contained in the notification, although it may have taken time to go through each item to truly understand it. In addition, several respondents requested the availability of more information on the sections of FERPA mentioned in the notification but not given in detail.

Q5: How would you prefer to receive this notification in the future (annually)?

- Ferris Email 80.95%
- MyFSU Announcement 11.31%
- Social Media .60%
- Available on the website 5.36%
- Other 1.79%

Explore Possible Actions Based on Assessment:
What investigative research, changes or improvements do you plan to engage in as a result of what you learned?

As a result of the responses on the survey we are proposing the following changes/improvements:

- The new content contained in the notification itself will be an improvement. While an abbreviated version of this has been available, it has not been delivered to students in an email medium and it has not been as detailed as it is in this new version.

- Provide the notification reminder to students' email accounts and have it available on the web, which will also be referenced in the email. This will allow students the opportunity to receive it in an email and know they do not have to keep the email and reference it later if necessary on the website.

- Provide a link within the notification to FERPA in its entirety. This will provide more detailed information regarding the sections within our notification that are referenced.

- Within the notification there will be a shorter summary of why they are receiving it. Many students did not know their information was protected or could be released without consent (type of information dependent), yet many students may not take the time to read or fully understand the information provided in the notification (only 49% the people who started, completed). A summary, if even read only in part, will hopefully give students an idea that this type of protection even exists.

- We may need to prepare ourselves (staff and student employees) for more questions regarding students' rights under FERPA. This notification is much more robust than in previous years which may result in students knowing more and therefore questioning their rights more. In addition, because of the notification's length and wording, it may cause questions from students' misinterpreting or misunderstanding the information provided. We will have to ensure we anticipate such inquires and are prepared for students seeking more information.

Part III (2013-2014)

What continuing or new assessment activities are you targeting next year (2013-2014)?

For next year, we plan to assess the process of students appealing or requesting a late total withdrawal. Hopefully this will give us more information on how to better communicate proper procedure to students proactively in the future.

UNIVERSITY CENTER

Submitted by: Mark Schuelke

Part I (2011-2012)

What changes did you make as a result of last year's assessment (2011-2012)?

The Institution formed a Programmatic and Schematic Committee to work with Neumann-Smith Architects and Christman Construction to define the design/development scope of the project during Fall and Spring Semester 2012/13. In May 2013, the Design stage of the project was finished and the University Center documents moved to a construction document.

Part II (2012-2013)

ASSESSMENT AREA (1 OF 1): STUDENT MANAGERS

What are you assessing?

We had several new student mangers and student custodians that were employed by Rankin. We decided to expand our training and include the ropes course so the students would get to know each other and work as a team. We participated in the low elements at the course. At the end of training we provided a survey to our student employees for their feedback.

The survey questions and responses follow:

What did you like about the Ropes Course?

- It was a great opportunity to get to know all the people I'd be working with.
- You had to get to know them because some of the projects and communication was very important, so everyone had to speak up.
- Teamwork

What did you dislike about the Ropes Course?

- Kind of boring
- Not enough obstacles
- It gave me a lot to do on move in day

Did getting to know each other help us create a stronger workplace environment?

- No, I do not think going to the ropes course helped build a strong environment.
- Yes, feeling accepted and known prior to work made my first day not so nerve wracking.
- Getting to know everyone helped in the working environment because you understand each other.

Provide an example of something you learned during training about responsibility or accountability in the workplace.

- Everyone is responsible for their own actions.
- The Spider Bell…….The instructors told us that they didn't make us start over because it is up to us to be accountable. This is like work; no one is holding our hands, so we have to stay accountable for our actions.
- I learned that each individual has to put forth their best attitude and effort for the group as a whole to be successful.

Assessment Category

What category does your assessment initiative fall under?

The assessment would be a part of the Student Learning and Customer Service category.

Assessment Results

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

The students learned the following:

- Their co-workers names.
- That they must work as a team.
- They need to communicate with each other and their supervisors.

Explore Possible Actions Based on Assessment

What investigative research, changes or improvements do you plan to engage in as a result of what you learned?

We will continue to define our training program so our student employees have more of a team-based training the first part of the day and then break into their operational assignments. In the University Center it is going to be more of a challenge for our students to communicate with each other on a daily basis with our operations spread throughout the building. It will be very important that the student staff of the University Center represent the center as a professional service organization committed to excellent customer service.

Part III (2013-2014)

What continuing or new assessment activities are you targeting next year (2013-2014)?

The Rankin Student Center closed in May 2013 for renovations and will not open until January 2015. At that time I believe it is going to be very important that our staff, new and returning, to the University Center has been trained thoroughly on our processes and will be able to work together as a team.

UNIVERSITY RECREATION

Submitted by: Cindy Vander Sloot

Part I (2011-2012)

What changes did you make as a result of last year's assessment (2011-2012)?

This year our department implemented an online registration for our *Learn to Swim* program based on the assessment given to parents of participants. We also developed an email and text message blast that informed parents if lessons were canceled for any reason.

Part II (2012-2013)

ASSESSMENT AREA (1 OF 2): AQUATICS LEARN TO SWIM PROGRAM

What are you assessing?

Our goal this year was to get parental satisfaction assessment data of our *Learn to Swim* program.

Assessment Category

What category does your assessment initiative fall under?

This assessment measures parental satisfaction based on the following areas:

- Registration process was easy/understandable
- Cost was appropriate
- Instructor effectiveness
- Improved swimming skills in the child
- Child was comfortable with instructor

Assessment Results

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

- Over 70% of parents felt the online registration process was easy/understandable.
- Over 85% of parents believed the cost to be appropriate.
- 100% of parents agreed that their child's swim instructor was effective in the following areas: demonstrating skills to students, discussing the student's progress, managing time well, confidence while teaching.
- 100% of parents believed their child's swimming skills improved throughout the session.
- 100% of parents believed their child was comfortable with their instructor.

Explore Possible Actions Based on Assessment

What investigative research, changes or improvements do you plan to engage in as a result of what you learned?

We would like to spend some time discovering what it was about the online registration process that was not user friendly to the 30% of parents that answered accordingly. As a department, we will explore online options to create the best registration process possible.

ASSESSMENT AREA (2 OF 2): LEADERSHIP DEVELOPMENT TRAINING FOR CLUB SPORTS

What are you assessing?

Club Sports meetings were restructured to include bits of leadership training at each gathering. The training included how to better prepare, plan, and meet deadlines pertaining to funding provided by the Student Government Finance Division.

Assessment Category

What category does your assessment initiative fall under?

This assessment measures learning outcomes as a result of leadership training provided at monthly Club Sports meetings.

Assessment Results

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

The Clubs who had someone in attendance at 100% of the meetings had the following successes:

- They followed their approved allocations and spent their funding.
- They completed their Evaluation Forms for sign off in a timely manner.
- They didn't require multiple visits to our offices for Evaluation Form assessment and sign off.
- The distribution of the Finance Division funding went much smoother as a result of the leadership training provided.

Explore Possible Actions Based on Assessment

What investigative research, changes or improvements do you plan to engage in as a result of what you learned?

Our department will get direct assessment from the students who participated in the meetings and trainings to get feedback as to its success next year. There were several Clubs that experienced enormous leadership and professional growth, but we would enjoy 100% success. One Club voiced their appreciation for the training and connected it with life skills they will use every day. The responsibility is on us to provide the best training and programming to create and develop the best leaders possible.

Part III (2013-2014)

What continuing or new assessment activities are you targeting next year (2013-2014)?

As stated above, we would like to further assess the learning outcomes of participants in Club Sports and Intramurals. We also envision learning if there is a connection between a student's GPA and the number of visits to the Student Recreation Center.