Ferris State University

DIVISION OF STUDENT AFFAIRS

2016-2017 Assessment Highlights

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INTRODUCTION

The Student Affairs Division engages in a comprehensive program of ongoing assessment in order to improve our services to students, faculty, staff, and others by ultimately following the division's mission statement, philosophy statement, and three main assessment goals.

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

Student Affairs Philosophy Statement: Learning can take place anywhere and connecting students with learning and engagement is paramount to our work. Moreover, we believe that students are responsible for their decisions and overall education; staff engages students in collaborative and developmentally appropriate ways to prepare them for their roles at Ferris and in our global society; and the campus community celebrates the pursuit of learning in a multicultural and inclusive environment.

Student Affairs Assessment Goals:
- Monitor student usage of division programs, services, and facilities.
- Identify needs of students as well as satisfaction with programs and services offered.
- Determine educational and personal outcomes associated with Student Affairs programs and services.

Today, through support of the members of the Student Affairs Assessment Committee, the Division of Student Affairs assessment efforts continue to thrive. Dr. Jeanine Ward-Roof, Vice President of Student Affairs, has empowered and challenged the Division to think about how we impact student learning and student success as a result of our ongoing initiatives, and to connect our assessment efforts to one of the following Student Affairs Strategic Goals:

1. Stabilize and optimize our enrollment
    a. Increase university wide-collaboration specific to enrollment
    b. Increase diversity enrollment and retention
    c. Enhance the university's image
2. Create opportunities for intentional student engagement
    a. Improve programming to increase student engagement
3. Understand and reduce student debt
    a. Enhance university financial resources
    b. Improve students' financial literacy and decision-making
    c. Time to degree

The following are highlights of the assessment initiatives from the Division of Student Affairs for the 2016-2017 academic year:

Admissions (Events)

Submitted by: Eric Simone

Part I: Last Year (2015-2016)

What changes did you make as a result of last year's assessment (2015-2016)?

As a result of last year's assessments, we continued to offer our Dawg Days and Admitted Student Open House events but did make some changes. This season, we had only two Spring 2016 semester Dawg Day events instead of three. We were able to take in a similar number of guests, maintain a higher level of excitement through the larger crowd, and decrease cost. At our open house events, we offered opportunities for the academic colleges to get more involved by offering a time for students to meet with them and learn more about their areas. We also attempted a Ferris Firsthand event in the spring as a spinoff event, but were unable to gain traction due to lack of buy-in and lack of a clear message as to how it differed from Dawg Days for the similar audience. This event aimed to showcase the hands-on nature of our programs at the University and our unique programs. We may look into this again in the spring as a "Dawg Days Firsthand" event so that we can more clearly communicate and not compete against an existing successful program.

With regards to orientation, we were able to hire a very energetic set of orientation leaders this year who remembered the great time they had at orientation last year, and were highly motivated to carry on that tradition to incoming students. In addition to the activities we did last year (Get Acquainted Bingo, I'm Going to Ferris, It's in the Bag, and Bulldog Pass), our students developed more games to use to get students involved throughout the day and simply fill downtime. These included, "Just Like Me," which was a game used to showcase similarities and diversity, as well as two other games, "Evolution", and "Popsicle Stick", which were in the format of ice breaker questions to get people to be more comfortable.

Orientation also saw changes to registration. This year we offered registration early, beginning the first week of classes in January as opposed to February, due to FAFSA changes. We also decreased the number of sessions offered from 16 to 12 by removing Wednesday orientation sessions each week. This decreased cost allowed us to accommodate the same amount of students, and helped prevent the low attended and low energy days during the last two weeks of orientation.

Another orientation change included the revision of the parent break out session. Instead of a 60 minute financial aid and student financial services presentation, we offered a 20 minute financial aid / student financial services presentation, and a 35 minute parent Q&A session where parents could ask questions (without students present) to Financial Aid, Student Financial Services, Student Conduct, Student Life, Health Center, Dining, and Housing representatives.

Orientation also changed the entire Welcome Presentation, the Welcome Video, incorporated more Title IX into the messaging of the day, and worked with Veteran Affairs to help them meet with students during the day. In an effort to bridge the gap between orientation, Bulldog Beginnings, and Family and Friends weekend, orientation leaders began showing support and marketing these events.

Lastly, for the guidebook area of my assessment, we began improvements on promoting guidebook via email messaging, had a student intern work to refine content, and worked in other areas to increase downloads such as the orientation welcome presentation.

Part II: Current Year (2016-2017)

What are your Assessment Highlights for the current year (2016-2017)?

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

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

This assessment area includes the Admitted Student Open House and Dawg Days visitation programs on campus. This data has been collected via emailed surveys to students who attended the event and asked for their feedback in regards to each of their experiences. The average completed response rate for the surveys is 36.38% of attendees- we received 326 completed surveys of the 896 emailed (a 14.13% increase in response rate from last year).

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Customer Satisfaction

Strategic Goal Category:

Question: What strategic goal category does your assessment initiative fall under?

- Division Initiative 1: Stabilize and Optimize our Enrollment

Assessment Results:

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

- **Participation:**
  - Admitted Student Open House- This event series had 344 students and 884 total attendees during the two events hosted on main campus in the University Center in 2017. This is 65 students (15.68%) and 159 total attendees (15.24%) less than we had during the 2016 event series. While it is too early to know the percentage of students yielded from attending the event to enrolling at the university, indicators are looking good. Of the 344 students that attended the event, 289 students (84.01%) attended

orientation this summer, which is a 9.08% improvement from the same metric last year.

- Dawg Days- This event series had 552 students and 1357 total attendees during the five events hosted on main campus in the University Center in 2016/17. This is a decrease of 114 students (17.12%) and 296 total attendees (17.90 %) from the 2015-2016 event series.

- **Customer Satisfaction:**
  - Admitted Student Open House- The event hosted on campus had an overall satisfaction rating of 4.28 on a scale of 1 (poor) to 5 (outstanding) for the sessions offered, compared to 4.51 in 2016. Despite the 0.23 decrease, much of this can be attributed to a 3.4 score for Housing during the first event, which was resolved prior to the second event, scoring 4.44. There was an issue with the quality of the presentation, as well as an improperly trained speaker. This was taken care of through ENSVEC in collaboration with Housing.

  - Students rated their likelihood to attend Ferris on a scale from 1 (unlikely) to 5 (I'm a Bulldog!) at 4.88 which is comparable to last year's 4.90. Another metric we use for customer satisfaction is the Net Promoter score. This is on a scale of 0 to 100 and indicates how likely guests are to speak positively about their experience and recommend Ferris. This season, the Admitted Student Open House scored a 60. Last year was slightly lower with a 59 which remains comparable. Despite this, we have a large improvement on the number that attended orientation versus 2016 as seen in the participation section.

  - Dawg Days- These events for fall 2016 and spring 2017 semesters have maintained above quality satisfaction ratings for each element. On a scale of 1 (disagree) to 5 (agree) when asked about each facet of the visit including check-in, speaking with departments, presentations, lunch, and tours, the event ranges from 4.11 to 4.85. This is comparable to last season. When the guests who had not applied already were asked how likely they are to apply after the event, on the same scale the average scale is 4.15. The average score for how likely they are to attend is 4.08. Another metric we use for customer satisfaction is the Net Promoter score. This is on a scale of 0 to 100 and indicates how likely guests are to speak positively about their experience and recommend Ferris. This season Dawg Days scored a 40 for fall and 63 for spring. The season prior resulted with a score of 53. Despite similar detractor scores averaging 10%, we again saw the shift in people who rated a neutral '8' score versus a promoter of 9 or 10.

Explore Possible Actions Based on Assessment:

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

Based on this assessment, we continue to be on par with past seasons as baselines. There is room for improvement, and we will look at the neutral scores closer to decipher how we could get them into promoter ranges, specifically if they left comments, or follow up with a different survey specific to these individuals to learn more.

<u>Assessment Area (2 of 3): Orientation</u>

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

Orientation has undergone some drastic changes over the past several years. This year, we continued to enhance student icebreaker activities to help students meet other incoming students within their college, added a parent Q&A panel, and modified the number of sessions offered from 16 down to 12 by removing Wednesday from the Orientation schedule. Satisfaction data for this comes via an online post-attendance survey emailed to the student. This year, 326 students completed the survey of the 1985 that attended (16.42%).

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Customer Satisfaction
- Student Learning Outcomes

Strategic Goal Category:

Question: What strategic goal category does your assessment initiative fall under?

- Division Initiative 1: Stabilize and Optimize our Enrollment
- Division Initiative 2: Create Opportunities for Intentional Student Engagement

Assessment Results:

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

1) **Participation:** This summer, we had 1985 students attend an on-campus orientation session. This is 4 students less than the 1989 that attended in 2016. Once fourth day counts occur, we will know how our total online orientation and late orientation participation impact the nearly flat on-campus numbers. Online orientation is available only for transfer students who have more than 20 transferrable credits and two semesters at another institution post high-school. Additionally, late orientation is currently in progress for registration.

2) **Customer Satisfaction:** Overall, orientation 2017 saw consistent feedback in regards to the welcome presentation, lunch, and college meetings as compared to 2016. Areas of slight improvement include improved scores in the check-in process, student break-out sessions, the parent break-out session, and how likely students are to attend Ferris. It is anticipated many of these improvements came from revisions to how these areas functioned this year. We offered more variety in the student activities, had a check-in process with very few bottlenecks, and allowed parents to engage in their break-out session. Additionally, there were no comments this year in the survey stating that students felt a lack of connection to other students or to campus compared to dozens prior to 2016.

   Another metric we use for customer satisfaction is the Net Promoter score. This is on a scale of 0 to 100 and indicates how likely guests are to speak positively about their experience and recommend Ferris. This year, orientation scored a 65. This is a slight decrease from last year's score of 71. While both years had a detractor score of 4%, the 2017 season dropped 6% in promoters based on attendees rating an '8' (which is a neutral score) instead of a 9 or 10.

   One qualitative piece worth mentioning is that this year our orientation leaders were mentioned in many posts for having done an exceptional job with guests. Our students detailed stories about their experiences with them, knew them by name, and emphasized that they made the day less stressful. We also had a number of responses indicating that our orientation leaders helped them understand the meaning of Retention & Student Success, and with breaking up any stigma attached to being in a program area with a "College Of" in the name.

3) **Student Learning Outcomes-** One area to add into assessment this year is results from our orientation leader feedback survey. At the end of each season, I like to interview orientation leaders to get an idea of how their skills have grown from the start of the orientation season, as well as retain their feedback as a whole. All 30 orientation leaders surveyed reported having gained or improved upon skills from this experience that will be applicable to future careers. After compiling and quantifying the answers from an open ended qualitative question on skills gained, responses include improvements in communication (25), problem solving (7), confidence (7), teamwork (5), social skills (5), empathy (3), leadership (3), organization (2), professionalism (2), patience (2), and positivity (2).

   Based on the feedback received, 53% will be returning to be an orientation leader next year, with 20% graduation and the remaining 27% waiting to see if they will be on internship before committing. With regards to orientation being a positive work environment, 90% rated it very effective and 10% somewhat effective. For the effectiveness of orientation leader training, 80% indicated very effective, 27% somewhat effective, and 3% neutral.

Explore Possible Actions Based on Assessment:

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

For next year, the structure of orientation leader training should change to incorporate further small group work where experienced orientation leaders can train the newcomers. This decision is based on the projection of having the highest number of returning staff we have ever experienced. For reference, in 2017 we had 3 returning staff members, but with more than half the staff being returning, there is a unique opportunity to promote the culture of the orientation leader team and get away from as much lecture style instruction.

I anticipate we will continue to offer 12 sessions in the future as we were able to cut costs and still accommodate the students needed. We had room in the last week to allow for more should we be able to recruit them.

Other changes will be forthcoming when working with the colleges, our schedule, and NODA best practices to see what areas are next up for improvements for 2018.

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

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

This year, we introduced a new initiative for students who had been accepted, but not yet attended orientation. In mid-January, we sent an email to our accepted students inviting them to participate in our new Subscription Box mailing service. This service was free of charge to the student, and they received one free gift each month. The gifts are outlined below:

- March- Bulldog rally towel, rally beads, and a postcard from Jeremy Mishler (sponsored by UA&M)
- April- Graduation cap topper, instruction card with Velcro adhesive, and a postcard from President Eisler (sponsored by General Counsel)
- May- Large polyester bulldog laundry bag with nylon strap, and a postcard from VP Ward-Roof (sponsored by Enrollment Services)

After students received all three gifts, we sent an email survey to them to get their feedback on this initiative. This also gave us further opportunity to get students signed up for orientation if they hadn't already.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Customer Satisfaction

Strategic Goal Category:

Question: What strategic goal category does your assessment initiative fall under?

- Division Initiative 1: Stabilize and Optimize our Enrollment

Assessment Results:

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

1) **Participation-** At the beginning of our subscription service, we had 634 students opt in to receive their free monthly surprise gifts. Of these students, we were able to get 429 (67.67%) to take the next step by signing up for orientation. Looking one step closer, 372 (58.68%) students in this pool attended orientation with 5 additional students currently signed up to attend late orientation at the end of August. Interestingly, out of the 372 people that attended an orientation session, 256 (68.82%) also attended a campus visit at one point in time.

2) **Customer Satisfaction-** After the subscription service ended, we still had 609 of the students admitted to the university, losing 25 to student cancellations. Of these, 146 (23.97%) students completed a survey emailed to them regarding their experience with the subscription service. These students were asked to rate on a scale of 1 (poor) to 5 (outstanding) the gift they received each month. The ratings are as follows:

   - March- Rally towel- 3.79 out of 5
   - April- Graduation cap topper- 3.5 out of 5
   - May- Laundry Bag- 3.99 out of 5
   - Overall, how much did you enjoy the subscription service- 4.34 out of 5
   - How likely are you to attend Ferris- 4.6 out of 5

   When looking at the qualitative feedback, one question asked if they would like to see anything different in the subscription service. Although most indicated enjoying the gifts, a theme of suggestions included functional items (lanyards, decals, sunglasses, drawstring bags, backpacks, pennants) or apparel (shirts, hats, socks). In regards to other feedback submitted, most comments are about students loving the gifts. One common feedback response given was that despite students enjoying the graduation cap topper, many high schools do not allow students to wear them during the ceremony. An important point to note is the number of students that commented on being excited to receive the surprise gift each month. We feel this keeps Ferris as a top University choice for them during the time between acceptance and orientation, which is what we were aiming for.

Explore Possible Actions Based on Assessment:

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

For next year, we will need to consider if the yield on fourth day count is worth the cost to the division to continue the initiative. This year, our budget was $12/person for the entire three months. Because we were able to collaborate with UA&M to cover the first month minus postage and General Counsel to cover all of second month expenses, Enrollment Services was able to devote enough funds to get a good quality reusable gift for the final mailing. We came in at a cost of $11.85/person. The total cost to the university was $20.14/person, or $12,728.26. If we yield 94% of those who attended orientation or are signed up for late orientation, this would be roughly 355 students. This would equate to $35.85 spent on average per student we yielded as a university, or $21.17 spent per yielded student from Enrollment Services. The most expensive portion of the subscription service is the postage/envelopes/labels coming in at 54.19% of the total cost.

If this initiative is repeated or expanded, we will need to continue to find partners on campus with whom to collaborate with to share costs and allow the opportunity to share messaging. Now that we have a baseline, we may also want to consider capping the subscription service to the first 'x' number of students that sign up for it. This would prevent an unforeseen influx in registrants and potential strain on the budget.

Part III: Next Year (2017-2018)

What continuing or new assessment activities are you targeting next year (2017-2018)?

Moving forward, we are looking at continuing assessments for visitation programs, orientation, and potential new or expanded initiatives including the subscription service, guidebook, or other transitional collaboration efforts between orientation and programs such as Bulldog Beginnings or Bulldog Family & Friends.

Admissions (Process)

Submitted by: Charlotte Tetsworth

Part I: Last Year (2015-2016)

What changes did you make as a result of last year's assessment (2015-2016)?

Last year the Veteran Services area was seeking to partner with Academic Affairs in implementing the general education credit for military services and experience. At this time, this has stalled; however, we are hopeful that we can move forward to achieve this goal.

Part II: Current Year (2016-2017)

What are your Assessment Highlights for the current year (2016-2017)?

Assessment will be done in collaboration with the Associate Director of Processing regarding the changes with the state testing process over the past year.

The State of Michigan determined in January 2015 to change the state examination for all juniors across the state from ACT to SAT, with the test to be given to the junior class in April 2016. This transition was a large undertaking. This year the class of 2017 is the first class to have taken the exam and the Admissions office can assess how the SAT requirement has impacted the university.

Assessment Area (1 of 3): SAT – College Board- State Testing (Angela)

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

This assessment includes the number of scores received directly from student designated state testing, in relation to communication with students and their interest in Ferris.

In the past when taking the ACT exam, students could fill out their score sheet in a group with a proctor. This is what many schools called bubble parties, where a student would fill out the form by pencil and have four scores sent to the schools of their choice. SAT and its partner company, College Board, determined a preferred delivery method, which was to create a portal system for students to send in their scores. This transitioned the ownership of scores from the school to the student.

The testing occurred in March 2016. Although we were already concerned by this testing transition, we remained optimistic. The results of this portal initiative by College Board raised concerns across all public institutions. In comparison from year to year, there was a decrease in scores received by all 15 public universities. The range reported a decrease between 40-60 % in scores. Based on the new state scoring process, Ferris was amongst the decrease with a 37.5 % loss in scores received.

ACT Scores Received 2015

Test Date	Scores Received
3.1.15	13, 445
4.1.15	681
Total	14,126

SAT Scores Received 2016

Test Date	Scores Received
3.2.16	6
3.3.16	1
3.5.16	40
4.12.16	5,185
5.7.16	44
6.4.16	26
Total	5,302

SAT Scores Received 2017

Test Date	Scores Received
4.10.17	75
4.17.17	37
4.25.17	19
5.1.17	53
5.8.17	9,657
5.16.17	1,403
5.22.17	461
Total	11,716

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Program Effectiveness
- Customer Satisfaction

Strategic Goal Category:

Question: What strategic goal category does your assessment initiative fall under?

- Stabilize and optimize our enrollment

- Create opportunities for intentional student engagement

Assessment Results:

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

In September of 2016, all public universities compiled their information and determined to send a letter to SAT. This resulted in the creation of a new score sheet where students could send scores to schools via filling in bubbles with school codes, along with the ability to use the SAT portal, and improve communication with College Board about the scoring system to the high schools.

The 2016 SAT compared to the 2017 SAT still correlates to 2, 410 less test scores received compared to point in time ACT scores and state testing. The decrease for this year compared to two years ago could be more reflective of the lessening of population and test takers. See SAT State data.

For the April 2016 Michigan administration:
104,895 test takers
32,642 score senders (31%)

For the April 2017 Michigan administration:
• 102,900 test takers (-2% from last year)
• 82,456 score senders (80%)

Based on the lack of scores received directly from the state testing exam, the Admissions office had to purchase names from those who in the past would have sent the scores directly to our institution. The lack of scores also did not allow for additional information to be used as lead sources when using the CRM tool, Salesforce. The Admissions staff was unable to communicate sooner with students who were indicating direct interest in Ferris and unable to have their admissions processed sooner. In some cases, students sent their scores to us at their own expense.

Many High School Counselors had difficulty knowing where to put the scores on their transcripts and which of the multiple scores the official transcript should have.

Explore Possible Actions Based on Assessment:

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

We will continue to monitor the state testing system and continue to work with College Board to make sure Ferris is a part of the conversations on what will work when it comes to testing results, and to communicate with students about the portal system and the importance of including all schools on the score sheets. Much like our communication plans, students wanted multiple ways to send their test scores to their schools of choice. This year, College Board will be presenting at the Statewide Directors of Admissions conference in September, on how they can better serve counselors to inform their students on all that College Board/Khan Academy can offer in the testing process.

The SAT scoring had a huge impact on the university, continued beyond the communication piece, and beginning of the traditional enrollment funnel of inquiry/lead. Not only were there not as many scores sent to the universities but many of the high school counselors had issues with the scoring by not knowing where to put the scores on their transcripts and which of the multiple scores should the official transcript have. This affected the processing side of admissions as the student continued through the enrollment process.

This was just one important part of the impact SAT played on the enrollment process. The SAT had other implications within academics.

<u>Assessment Area (2 of 3): SAT – College Board- State Testing (Charlotte)</u>

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

Not only were there not as many scores sent to the universities but many high school counselors had issues with scoring their transcripts by not knowing where to put the scores and which of the multiple scores should be used on the official transcript.

With high school counselors and universities concerned with sending scores, there was also concern for the admissions process. This year there have been more exceptions made in admitting students to various programs. The GPA and test scores showed a greater disparity than in years past. For example in the General Studies program, the overall GPA average for incoming freshman in 2016 was 2.49 with SAT and ACT averages 901 and 17 respectively. In 2017, the GPA increased to 2.87 while the SAT and ACT averages remained the same. What is curious in this data apart from the large gap in cumulative GPA, is that the General Studies incoming class was made up of 17% of last year's admits and 18.8% of this year's admits. In 2016 we rejected 15% of applicants compared to 16.9% of the 2017 total FITIAC applications. This is interesting in that we have fewer applications this year over last and the ACT average of 16 stayed the same for both years. The SAT total average for the rejected student in 2017 is 710, which is the equivalent of approximately a 12 on the ACT according to College Board concordance. Additionally, the GPA average for rejected students increased in 2017 to 2.21, up from 2.13 in 2016.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Program Effectiveness
- Customer Satisfaction

Strategic Goal Category:

Question: What strategic goal category does your assessment initiative fall under?

- Stabilize and optimize our enrollment
- Create opportunities for intentional student engagement

Assessment Results:

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

This year was a year of 'brokering deals' with the colleges due to the gaps in the GPA and SAT total scores. Due to the nature of these deals, the number of applications that met auto admit dropped below 50% compared to last year's numbers. Instinctively, this year "felt" different from the very beginning. The data is simply a validation of how this year "felt" in terms of admitting. If we are going to move forward in growth as an institution, it appears that we will need to take these numbers for what they show and adjust our desire to attract, serve, and retain students. This will take a collaborative effort university-wide, as well as a renewed commitment to our students in supporting them in their success.

Explore Possible Actions Based on Assessment:

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

It is my hope that we will share this information with our academic partners and seek a solution that promotes attracting, serving, and retaining healthy cohorts of successful students.

Assessment Area (3 of 3): SAT – College Board- State Testing (Charlotte/Angela)

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

This assessment refers to students taking both the SAT and ACT to better their academic profile and their chances for academic merit funds.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Program Effectiveness
- Customer Satisfaction

Strategic Goal Category:

Question: What strategic goal category does your assessment initiative fall under?

- Stabilize and optimize our enrollment
- Create opportunities for intentional student engagement

Assessment Results:

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

Based on the state change in exams, it became apparent students were looking to secure a place in their program of choice and to make sure they met requirements for merit scholarships.

After taking the exam, many students became concerned about being admitted to their program of choice. Students and educational counselors, became interested in their test scores more than a student's GPA; because multiple research has been done showing that a student's GPA is a better indicator of a student's future success in college.

Colleges are making students take a third exam, the Accuplacer, before they attend orientation, and the results changed their course placement.

The question posed is, "If you receive a free exam, what would be the purpose of taking another exam?" The answer is to improve your financial aid through merit scholarships or admittance into your program of choice. Many students retook the ACT in hopes that they would score better for the opportunity to receive more funds for scholarships, and because the concordance table presented by SAT was so new and needed to be monitored to make sure the equivalencies with ACT were accurate.

Keep in mind students have been doing test preps for the ACT for years, in hopes to do well on it and their perception was that they would fare better on the ACT. The Grids below indicate the number of students who took both exams once the SAT began as the State's Official Exam vs the previous year when the State's Official Exam was the ACT.

SAT PRIMARY STATE EXAM

ACT Only	12.64 %
SAT Only	71.92
Both SAT and ACT	15.44 %

ACT PRIMARY STATE EXAM

ACT Only	98 %
SAT Only	1%
Both SAT and ACT	1%

Explore Possible Actions Based on Assessment:

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

We plan to continue to monitor the concordance table, hoping that SAT and ACT will provide a better collaboration to have a more accurate comparison. We will work with each of the colleges within Academic Affairs to monitor programs, work with Financial Aid and others to look at our Merit Scholarships compared to other institutions, and to review the scholarships in support of students.

Part III: Next Year (2017-2018)

What continuing or new assessment activities are you targeting next year (2017-2018)?

This next year I would like to assess the effectiveness of a targeted weekly calling campaign with our general studies students. Many students do not understand the placement process into the program when they do not qualify for the program they requested. We have attempted to utilize a program insert that accompanies the admission letter, as well as an email campaign, but still had many students at orientation questioning the placement.

The desired outcome is to experience reduced number of program changes, as well as questions at the time of orientation, and for students to have a greater understanding of why they are placed into the program.

Admissions (Recruitment)

Submitted by: Angela Garrey

Part I: Last Year (2015-2016)

What changes did you make as a result of last year's assessment (2015-2016)?

Last year we reviewed and determined that even though the first generation coffee hour was a good experience for those who participated, it did not reach all first generation students who attended orientation. To ensure we have a better way of reaching out to all first-generation students, we determined that we should have a general table at orientation with the current first generation student organization information present. In this case, it created a better solution and it created a larger reach. The second assessment was a large success and we even ramped up additional telemarketing campaigns and are currently using an additional app within Salesforce TenFold. This has helped to ramp up our telemarketing efforts and provide some resourceful data analytics.

Part II: Current Year (2016-2017)

What are your Assessment Highlights for the current year (2016-2017)?

Assessment Area (1 of 1): College Day Night Events

Question: What are you assessing?

Starting in September and running into June of each year, the Michigan Association Collegiate Registrar Admissions Officer (MACRAO) college day/night committee is charged with organizing the official state college day night fair calendar. In this assessment, a review was made of the effectiveness of college fairs, attendance at fairs, collection of data at fairs, and changes with Financial Aid. This year was the first year with the changes of Prior Prior Year (PPY) with Financial Aid, and the committee looked to see if this impacted any of the college fair attendance and the volume of fairs being hosted in the Spring.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Program Effectiveness
- Customer Satisfaction

Strategic Goal Category:

Question: What strategic goal category does your assessment initiative fall under?

- Stabilize and optimize our enrollment: The MACRAO programs allow for great opportunities to meet with students and to enhance our university image and messaging. They provide the opportunity to build our enrollment efforts and we will continue to attend the MACRAO fairs in support of the overarching purpose of the events.
- Create opportunities for intentional student engagement: With support to the MACRAO college day night committee, we could improve the programming results in an effort to better understand and develop student engagement at the college fairs. Survey results from the past year fairs do not indicate student engagement happened. The results show that students who are freshman and sophomores need to be more engaged. The next strategic goal is to work with MACRAO to see how can we support student engagement, and create a better program at a college event that is more than "pick up material and go."

Assessment Results:

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

- **Participation**: The number of participants at College Fairs differs based on location and communication. At some college fairs, attendance was large at 1,000, and in other locations there were fewer than 80 participants. The participation of the larger fairs may not include effective student engagement as students are just taking materials and not having time to ask questions. Lack of participation and engagement for students, as well as the volume of students attending the events is a concern. Schools are concerned about volume of students attending the fairs as 15 % of the surveys indicated a lower attendance at the fairs. One fair indicated low attendance with a total of 80 students on their survey submitted to MACRAO even though they communicated to prospective students by using multiple venues (via email, running radio adds, newspaper prints, sending save the date cards, speaking to counselors, etc.). The previous year the same school had 300 people in attendance, which is a 27% decrease from the prior year. Having lower number of fairs would more than likely decrease institutions future participation in MACRAO sanctioned fairs. Another college fair indicated low attendance due to a school close by having a Non-MACRAO (Rogue Fair) scheduled fair two weeks prior. Most the fairs are MACRAO sanctioned, but in many areas there continues to be an increase of ROGUE – Non MACRAO sanctioned fairs. The number of non-sanctioned fairs has increased substantially over the past two years:
    - Fall 2016/Spring 2017 138
    - Fall 2015/Spring 2016 137 (+24 %)
    - Fall 2014/Spring 2015 105

  Rules that go along with sanctioned MACRAO fairs is influencing host site participation. Some previous well-attended fairs are leaning away from being on the MACRAO calendar of events and just hosting the fair on their own based on the hours they could host the fair.

- **Customer Satisfaction:** Survey results from the past year, which are filled out by Admissions staffing, alumni, and host sites, shared an overwhelming response that customers (students and parents) are being left out. Based on the survey results, the question arises whether or not the host sites are going to make a change. Is there student engagement and customer satisfaction from those who attend the college fairs? This year MACRAO introduced the scanning system, and numerous surveys indicated it would have been great if students were prepared and had their scanning information prior to the fail. A total of 8,179 students signed up for the scanners. Only 50 % of all the college fairs had more than 25 students register the scanners. Many of the survey results from MACRAO indicated that host sites did not have students ready and prepared for the scanners.

- **Program Effectiveness:** In general, college Fairs are still showing effectiveness as students and parents continue to attend, enjoy the interaction with a representative from the institution and have an opportunity to ask questions. With the new Financial Aid timing of PPY, there has been an increase of request for Spring Fairs per the MACRAO College Day Night Committee. There has been a 15 % increase in request of college fairs for the Spring and the request is noted to be based on Prior Prior Year by committee members. With the increase in fairs hosted by schools in the spring, timing and the monitoring of unauthorized fairs, many MACRAO fairs could see an increase in participation and purpose to the college fairs.

Explore Possible Actions Based on Assessment:

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

Based on the prior year and the current year, we intend to continue to work with MACRAO and attend the sanctioned fairs that are effective. However, we may not attend all fairs that are sanctioned if another college day night would be a more viable option. We will submit a suggestion to MACRAO to survey guests and not just the schools who are hosting. This would allow for more effective feedback from the all customers. MACRAO can try to make a more unified effort working with other state organizations like Michigan College Access Network, high school counselors, and other outside organizations to see better results. Now, with a second year of the scanning system, there is more data to be help identify students who attended. In turn, we will be able to send a survey to those students and receive candid feedback about the event from the main customer.

Part III: Next Year (2017-2018)

What continuing or new assessment activities are you targeting next year (2017-2018)?

The plan for next year will include our new special admit day programming, Crimson & Gold. The assessment measured will include training, operational budget, staffing, and yield. Some of the information will be measured with a customer service survey for the current student involved in the program and the future student attending the program. This assessment fits the needs of recruitment and retention in enrollment plans.

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

Submitted by: Lindsay Barber

Part I: Last Year (2015-2016)

What changes did you make as a result of last year's assessment (2015-2016)?

Birkam Health Center and Personal Counseling Center did not complete an assessment for 2015-2016 year. This was prior to the new Director starting. This report cannot be compared to previous year, but the decisions made of what to assess were based on the needs of both departments and strategic planning moving forward. The data collected will prove useful for service decision-making and outreach initiatives.

Birkam Health Center:

Part II: Current Year (2016-2017)

What are your Assessment Highlights for the current year (2016-2017)?

<u>**Assessment Area (1 of 3): BHC Visit Utilization**</u>

Question: What are you assessing?

This assessment includes Birkam Health Center visit utilization for the year. The data includes both total visits, as well as unique (greater than or equal to one visit counted once) visits. The data was collected by utilization reports in Medicat, an electronic health record system, as well as working reports in Microsoft Excel. This data is automatically collected individually with each visit and specific reports, and filters allow for various end data results. The outcome of this data will be shared with BHC staff members along with various outside entities who request data for overall reporting requirements, utilization based fees, and estimated service to the student population.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation/Capacity Management. These numbers allow us to know the service we are providing to a number of students.

Strategic Goal Category:

Question: What strategic goal category does your assessment initiative fall under?

- Stabilize and optimize our enrollment: BHC offers services to satisfy a basic need: health and wellness of each student in a convenient location and environment. Our continued success relates to a student's continued success.

Assessment Results:

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

The department has learned that student utilization has decreased compared to years past. This could be due to decrease in enrollment or any other various factors that will need to be explored. We have also learned, in comparing unique visits to total visits, that (on average) more than half of our patients will be returning within the same year. This tells us that if we can get them in the door once, chances are-they will return. This is an assumption we have been working off this year, and the numbers just validated this.

Fig. 1 Total BHC Visits by Fiscal Year (07/01-06/30)

FY14	FY15	Perc. Change	FY16	% Change	FY17	% Change	Total % Change (FY14-FY17)
6060	6151	1.50% ↑	5326	-13.41% ↓	5265	-1.15% ↓	-13.12% ↓

*Report: Analysis 10.0: New: Appointment: Date Range by FY: Filter out "NO" Checked In

Fig. 2 Unique BHC Visits for FY 17

Total Visits	5265
Unique Visits	2468
Percent of patients with more than 1 visit in FY17	53%

Explore Possible Actions Based on Assessment:

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

In order to increase overall utilization- we will be adjusting our current scheduling template to allow for more visit opportunities. We will also be increasing our provider visibility on campus to allow students to get to know their health care provider, as well as introduce new education and health promotion opportunities. In regards to unique visits and the goal of getting students in the door, we plan to offer a new service to students at no cost. Students will be eligible for this service anytime during their first semester on campus. These "Welcome Visits" will consist of a quick appointment with a nurse and provider that will allow the student to introduce themselves, get to know the provider while allowing for us to inform them of the services we offer, explain how to make an appointment, and discuss the importance of preventative care and wellness.

Assessment Area (2 of 3): Scheduling Time

Question: What are you assessing?

This assessment looks at scheduling time—amount of time between day scheduled and day seen. The question we wanted answered was, "what is the average time it takes from the time I call to make an appointment to when I get an appointment?" The reason that knowing this is important is because of the lack of health resources in the area and our need to give students a convenient option. This data was collected using the Medicat electronic health record system.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation / Capacity Management: Knowing how far we are scheduling out is imperative to knowing the demand for services.
- Customer Satisfaction / Customer Service: Students appreciate a convenient service at a time that works for them.

Strategic Goal Category:

Question: What strategic goal category does your assessment initiative fall under?

- Stabilize and optimize our enrollment: A good reputation for our health center only serves to promote our services, while high-quality healthcare offered as soon as possible will lend to increased retention and student success.

Assessment Results:

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

With wait times to receive healthcare soaring nationally (up 30%, according to a 2017 Merritt Hawkins study https://www.merritthawkins.com/uploadedFiles/MerrittHawkins/Pdf/mha2017waittimesurveyPDF.pdf), the average American patient is waiting about 24 days to see a provider. At BHC, our average wait time between making the appointment and having the appointment this past year was **3.2 days**. This information is good to know and good to measure annually in order to make a concerted effort to decrease this down as much as possible.

*Report: Report Writer: Saved Reports: BHC Visits FY17 (report #27)

Explore Possible Actions Based on Assessment:

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

As stated above, the results of this data are promising but can always be improved upon. BHC staff is currently moving toward online scheduling and hope to have this go-live by the beginning of fall semester 2017. This will allow students to see what appointments are available to them and to help them schedule conveniently while avoiding disruptions of academic responsibilities.

Assessment Area (3 of 3): Insurance Demographics

Question: What are you assessing?

This assessment reviews insurance demographics—what health insurances are we billing and what is the reimbursement percentage based on insurance type. This information is collected by running an insurance payment distribution report from Medicat. This report, when filtered by dates of service covering the fiscal year of 2016/2017, will show what insurances were billed and how much was paid versus adjusted by the contractual adjustment.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation/Capacity Management.

Strategic Goal Category:

Question: What strategic goal category does your assessment initiative fall under?

- Understand and Reduce Student Debt.

Assessment Results:

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

The information we studied is relevant in tracking revenue cycles. This is data that we will need to monitor on an annual basis in order to assure our pricing and payment models are creating revenue while also allowing for convenience for the student in a broad participation in insurance contracts. The information obtained from this fiscal year data allows for a baseline as well as to identify where operational adjustments may need to be made. We will also utilize the list of insurance companies we have been working with this year to help assist the student in understanding whether or not we participate with their plan, or what plan to possibly purchase, if needing to decide on insurance carrier.

Insurance Group	Insurance Plans within Group	Payment Adjustment Rate (%)
Blue Cross/Blue Shield	9	30.83%
Commercial	58	28.58%
Medicaid	12	48.74%

*Report: Standard Reports: Billing & Accounting: Payment Distribution: Grouped by Insurance Group: Type-Summary, Filter-Date

Explore Possible Actions Based on Assessment:

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

We will compare our results to national averages to assure our financial productivity. We will contact the plans that have a lower reimbursement percentage to explore options for decreasing the adjustment percentage. We will educate all staff about the plans we have worked with in order to answer this question when it inevitably arises from students or parents.

Personal Counseling Center:

Assessment Area (1 of 2): Volume of Visits

Question: What are you assessing?

This assessment is in regards to basic volume, including average number of visits within the 2016/2017 fiscal year. This information is obtained by running a "checked-in visit report" in Medicat, the department's electronic health records program.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation/Capacity Management.

Strategic Goal Category:

Question: What strategic goal category does your assessment initiative fall under?

- Create opportunities for intentional student engagement & understand and reduce student debt. We want to ensure that our current operating process allows for the highest number of students to engage in the counseling process. This serves to promote mental health stability on our campus as well as decreases the financial burden of private counseling for students.

Assessment Results:

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

Based on the staffing that we have, I would like the volumes to be in the average of 20 clients per day during the academic year. Our current volumes are below this. This means that our engagement level is low and we will need to explore concepts for increasing engagement. One may argue that a low volume of clients means that there are less mental health concerns on campus. I would argue the opposite; the need for mental health services is palpable on our campus, and we need to discover what we are missing to engage those who need help.

Dates	Client Volume	Average clients per day
AY17 (08/29/16-05/12/17) *150 service days*	2072	13.81 *(w. 4 FT Counselors)*
FY17 (07/01/16-06/30/17) *250 service days*	2221	8.88 *(w. 2 FT Counselors)*

*Report: Standard Reports: Appointments: Daily Schedule: Filter by Date and Clinic Code

Explore Possible Actions Based on Assessment:

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

We have already begun to develop department programming to increase campus awareness and engagement. This will include events to help decrease the stigma of asking for help, increase education about various mental health issues that the population is likely to experience, etc. By hosting these events, the hope is to increase awareness of the services that PCC offers.

Assessment Area (2 of 2): Academic College Information

Question: What are you assessing?

This assessment reviews academic college information—the listed academic program of our clients and frequency of visits, which helps us to know our key partners, where to engage with education/outreach, etc. This information is contained in Banner, which Medicat interfaces with for a student demographic data feed throughout the year. The listed academic program is part of the data that feeds over into the Medicat system and then we are able to pull a report with this information for the year.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation / Capacity Management:

Strategic Goal Category:

Question: What strategic goal category does your assessment initiative fall under?

- Create opportunities for intentional student engagement.

Assessment Results:

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

The results of this assessment allowed us to see who we are treating based on their academic interests and designation, as well as which colleges have a lower/higher utilization rate. The rates and their percentage based on the program enrollment are pertinent to the success of each student, as well as the academic areas.

Academic College	Number of Clients	Percentage of College enrollment
Arts & Sciences	492	26%
Business	426	15%
Health Professions	386	17%
Education & Human Services	351	15%
Engineering Technology	308	14%
Pharmacy	117	20%

University Colleges	109	10%
Optometry	32	22%

*Report: Analysis 10.0: Appointment: Date and Clinic Code: Filter by College

Explore Possible Actions Based on Assessment:

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

The data results were roughly on target with our assumptive interpretation based on observation alone. The larger colleges produced the larger amount of clients. One interesting note is the higher percentage of enrollment that engaged in counseling within the health and science-based colleges. This data will be shared with the various deans of each academic college for their own assessment. The opportunity for partnerships within the academic colleges to help engage their students will become evident once the deans are able to assess the needs of their students.

Part III: Next Year (2017-2018)

What continuing or new assessment activities are you targeting next year (2017-2018)?

The plan for next year will include the volume utilization pieces that are in this year's report. This information will always be relevant to student success as well as retention/recruitment. We also plan to begin quite a few programs, trainings, and operational changes this year which will all be measured for assessment. Some of these topics will be a measurement of customer service with a "Check-Out Survey" for each client/patient to be offered at the time of service.

We are also working on finalizing the development of a co-department (BHC & PCC) student advisory board, which will be tasked with programming ideas and student learning/engagement outcomes.

Budget Management

Submitted by: Deanna Goldthwait

Part I: Last Year (2015-2016)

What changes did you make as a result of last year's assessment (2015-2016)?

I have made it an annual process to do a comparison of our full divisional listing and compare it to a listing that I get from IT that keeps track of computer warranty dates for our employees. I had found that not everyone in the division was on the list, which will exclude them from being part of the computer replacement schedule. So by doing this annually, we will hopefully have all employees included in that process.

Part II: Current Year (2016-2017)

What are your Assessment Highlights for the current year (2016-2017)?

Assessment Area (1 of 2): Expense Review

Question: What are you assessing?

This year, I assessed charges that automatically hit our FOAPS without backup or detail required. Although I still have some work to do on identifying all of these, two key categories stuck out to me and prompted me to question. First was utility charges, account code 7916. I noticed that Birkam Health Center was the only FOAP in our division being charged for these. I did significant research into how BHC was charged and how the numbers were calculated.

Second was Physical Plant Store Uploads, account code 7422. I ran reports in Banner to see all of the departments that were charged from the Plant Store in FY17 to determine if/why the charges were appropriate and made sense to hit that FOAP.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Other: This assessment was necessary from a budgetary standpoint.

Strategic Goal Category:

Question: What strategic goal category does your assessment initiative fall under?

- Understand and Reduce Student Debt by Enhancing University Financial Resources

Assessment Results:

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

After researching and working with the Budget Office and the Accounting Department, we found that Birkam Health Center was being charged on a square footage calculation. Birkam Health Center was being charged the full amount of utilities for the building, even though the clinic only occupies the first floor of the building. We also discovered that the Birkam Health Center Building was considered a General Fund building and should not be charged for utilities. Therefore, moving forward Birkam Health Center will not be charged for utilities, saving the department on average, $7,000.

As for the Plant Store Uploads, the majority of the charges were specific to the need of a project request or work order that the department had requested. There was a significant amount charged to Birkam Health Center also in this category. After doing the assessment, I found that Birkam was being charged for 100% of the custodial supplies used in the full Birkam Building. This included all of the offices on the 2nd floor, which are general funded and should have all custodial supplies covered. At most, Birkam as a department of the building should only pay for ½ of the custodial supplies. This will save the department, on average, $735 per year.

Explore Possible Actions Based on Assessment:

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

The data was taken into account and changes were made to utility billing beginning FY2018 and Birkam will not be charged at all for utilities.

After discussion with Physical Plant, it was agreed upon that Birkam Health Center, as a department, will be charged for ½ of the custodial supplies beginning in FY2018.

Assessment Area (2 of 2): Cell Phones & Other Devices

Question: What are you assessing?

In the past I had done an assessment on the divisional land line phones, but this year I assessed cell phones and other devices. I created a list of all of the divisional cell phones and other devices for the directors/deans to review and ensure that the list looked correct and if any changes needed to be made. We pay a significant amount annually on these devices, so it was a piece that I felt necessary to review.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Other: This assessment was necessary from a budgetary standpoint.

Strategic Goal Category:

Question: What strategic goal category does your assessment initiative fall under?

- Understand and Reduce Student Debt by Enhancing University Financial Resources

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

I found that there were a few cell phones that could be turned off, as well as a few Ipads that no longer needed to be connected to data service.

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

We determined that a few cell phones could be turned off, saving the department $2,605 annually. We also disconnected a few Ipads from data service as it was not needed any longer, resulting in $2593 in annual savings.

Part III: Next Year (2017-2018)

What continuing or new assessment activities are you targeting next year (2017-2018)?

I plan to research spending for professional development in our division, in hopes that collecting data will help in planning for management, as well as possibly identify areas where we can travel more efficiently.

Center for Leadership, Activities and Career Services (CLACS)

Submitted by: Angela Roman

Part I: Last Year (2015-2016)

What changes did you make as a result of last year's assessment (2015-2016)?

1. **Greek New Member Program –** As a result of the assessment, the new member curriculum was updated to be used starting Fall 2017.

2. **Alternative Spring Break (ASB) –** As a result of the assessment, the daily schedule of the 2017 ASB eliminated some location stops to allow participants more time to explore. The focus of the experience moved to include more civic engagement and less career exploration based on participant suggestions.

3. **Career Services Inventory –** Based on the inventory, an action plan was created and each action item had accomplishments during the 2016-2017 academic year. The action steps will continue into 2017-2018.

Part II: Current Year (2016-2017)

What are your Assessment Highlights for the current year (2016-2017)?

<u>Assessment Area (1 of 2): New Card Swipe System</u>

Question: What are you assessing?

CLACS piloted a new card swipe system to use at events. Students swiped their Ferris ID at select events throughout the year. The card information is connected to OrgSync. Using OrgSync, we can now run reports to see who attended the event with demographic information from Banner that will help us better engage with students. This assessment focuses on data from ten 5-Star Events during the Fall 2016 and Spring 2017 year. This assessment report was authored by Nicholas Smith (Student Organization Coordinator), Katie Thomas (CLACS Assistant), and Angela Roman (CLACS Director).

Assessment Category:

Question: What category does your assessment initiative fall under?

- Quantitative Demographic Assessment

Strategic Goal Category:

Question: What strategic goal category does your assessment initiative fall under?

- Create Opportunities for Intentional Student Engagement – Improving programming to increase student engagement

Assessment Results:

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

- “Lauren Berger Internship Queen”- 9/13/16: Number of card swipes: 190 Attendance: 350
- “Sex Signals”- 10/19/16: Number of card swipes: 322 Attendance: 450
- “7 Habits of Highly Effective Voter Participation” -10/24/16: Number of card swipes: 113 Attendance: 300
- “Batsheba Smithens End the Stigma”- 11/17/16: Number of card swipes: 113 Attendance: 240
- “Bakari Sellers”- 1/18/17: Number of card swipes: 203 Attendance: 300
- “Ben Shapiro”- 2/06/17: Number of card swipes: 346 Attendance: 600
- “Growing Up Muslim” – 2/13/1: Number of card swipes: 148 Attendance: 150
- “Social Media Guru” – 2/23/17: Number of card swipes: 193 Attendance: 276
- “Dan Gheesling”- 3/30/17: Number of card swipes: 167 Attendance: 175
- “Take Back the Night: Staying Aware and Knowing the Signs”- 4/3/17: Number of card swipes: 146 Attendance: 300
- Total card swipes = 1941

We learned from this assessment:

- The information below is meant to show a snapshot of what data may be obtained, to form general assumptions of student attendee demographics, and to assess the viability of this technology.
- The number of swipes per event was much lower than the recorded attendance. After further investigation, it was discovered that card swipe stations were not in front of each door but at the 5-Star check-in table. Therefore, only students interested in getting 5-star participation credit swiped in.
- Because of the high number of attendees that did not swipe in, it is noted the below data is only from attendees that swiped into events and is not highly reliable.
- Of all attendees who swiped in:
  - Percentage of International Student attendance: n19 = .9%
  - Percentage of attendance by College:
    - Engineering Technology – n114= 5.9%
    - Arts and Sciences – n662-=34.1%
    - Business – n494= 25.5%
    - Education and Human Services – n290 =-4.9%
    - Health Professions – n297 =15.3%
    - Pharmacy – n14= .7%
    - University College/RSS – n33= 1.7%
    - Kendall – n2= .1%

        - Optometry – n0 = 0%
        - Not available – n24= 1.2%
    - Percentage of attendees by credit level:
        - 0-25 credits – n300 = 15.5%
        - 26-55 credits – n 488 = 25.1%
        - 56-85 credits – n499 = 25.7%
        - 86+ credits – n623 = 32.1%
        - Not available – n4 = .2%
    - Percentage of attendees by residence:
        - On-Campus resident – n1017= 52.4%
        - Off-Campus resident – n924= 47.6%
- The information provided above is available for each event but not provided in this assessment highlight.
- The percentage of attendees by credit level surprised us. Because of FSUS class encouragement to attend 5-Star events, it was assumed 0-25 credit level attendees would be higher. We realized that freshman would probably not know to swipe in for 5-Star RSO credit and bypassed the card swipe.
- Possible areas of extra advertising of events are: off-campus residents, professional programs, and University College/ RSS.
- The card swipe technology, when utilized effectively, could provide accurate demographic information to help drive programming efforts and advertising to increase student engagement.

Explore Possible Actions Based on Assessment:

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

Next year, we will be ensuring all attendees swipe into the event to ensure a more accurate analysis. We will be using the above data to strategically market our events. For example, we will be placing more advertisements in the West Campus Apartment locations. We will also be looking at what demographic data we upload from Banner to ensure we are not missing some critical information that will help us target students that may not be engaged. Finally, we will share this report with each department/RSO that planned the event.

<u>Assessment Area (2 of 2): Greek Council Retreat</u>

Question: What are you assessing?

The CLACS Greek Life Center implemented a new education opportunity called Greek Council Retreat on January 27 and 28, 2017. The retreat included representatives from all four of our Greek Councils at Ferris State: Panhellenic, Interfraternity, Black Greek, and Professional Greek. We are assessing the learning outcomes of the event. The data was collected via a paper survey given to all participants at the beginning and end of the retreat. Assessment was also captured anecdotally by the facilitator, Matthew Jones. This assessment report was authored by Matthew Jones, CLACS Greek Life Coordinator.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Student Learning Outcomes

Strategic Goal Category:

Question: What strategic goal category does your assessment initiative fall under?

- Create Opportunities for Intentional Student Engagement – Improving programming to increase student engagement
- Stabilize and Optimize our Enrollment – Increase diversity enrollment and retention

Assessment Results:

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

<u>Student Participation at retreat:</u>

- Friday Night: 14/25: 56%
- Saturday Morning: 7/25: 28%
- Saturday Afternoon: 13/25: 52%

First night pre-test response rate was 64%, 9/14 and posttest response rate was 85%, 11/13. The pre-test was distributed as students arrived and was turned in immediately after completion, and before we started any of the program.

<u>Learning Outcome Results:</u>

1. **Student leaders will be able to articulate the purpose of their council**

- Assessment measured knowledge of purpose and ability to articulate purpose.
- This topic was covered through a conversation on the second day during lunch. There were some individuals who were able to articulate this information, but not well.
- Improvements for next year:
  - Activity to create the most compelling articulation of purpose
  - A workshop around writing down and creating an elevator pitch

2. **Student leaders will identify other council members and their roles within their councils**

- Our students were able to meet each other, and we engaged in a story telling dialogue that allowed students to share whatever they were comfortable with.
- Results showed a positive increase when asked if they could identify members of other councils and their role within that council.
- However, when asked about feeling connected and supported, we didn't see as large of an increase in a positive direction as expected.
- Improvements for next year:

  - Focus more on connection activities
  - Find a support activity

3. Students will learn about their leadership styles and tendencies
- Students engaged in only one activity that talked about tendencies: True Colors.
- We had a positive increase, but needed more time to discuss not only this, but do the other activities.
- Improvements for next year:
  - Find time to do the other programs
  - Work these into other activities

4. Students will identify S.M.A.R.T goals for their term
- We measured knowledge and practice of SMART goals.
- We discussed SMART goals during an activity where students were given AFLV assessment packets related to their position and given the task of picking one of the assessment pieces that we currently do not do. We introduced a SMART goal form for them to fill out.
- Students are widely unfamiliar with the concept of a SMART goal.
- Students were not specific.
- Improvements for next year:
  - Provide immediate feedback
  - Have other students review, and put sticky note comments
  - Stress the importance of the S

5. Students will use AFLV assessment as guideline for goal setting
- We measured knowledge of AFLV.
- The intention was to introduce the assessment to students for the purpose of thinking outside the box for ideas that are nationally recognized.
- Improvements for next year:
  - Give each president the task of choosing one category and focus on that each year. (Over 8 years we can complete all binders for submission)

6. Students will understand Robert's Rules of Order
- We measured knowledge and practice of Roberts Rules.
- We played a game where students had to motion and vote to get a pizza box open, slice of pizza taken out, and placed on a plate. We planted three moles who worked very well together.
- Improvements for next year:
  - Give them one task at a time

7. Students will articulate proper procedures for administrative tasks

- We were unable to address any of these due to time constraints

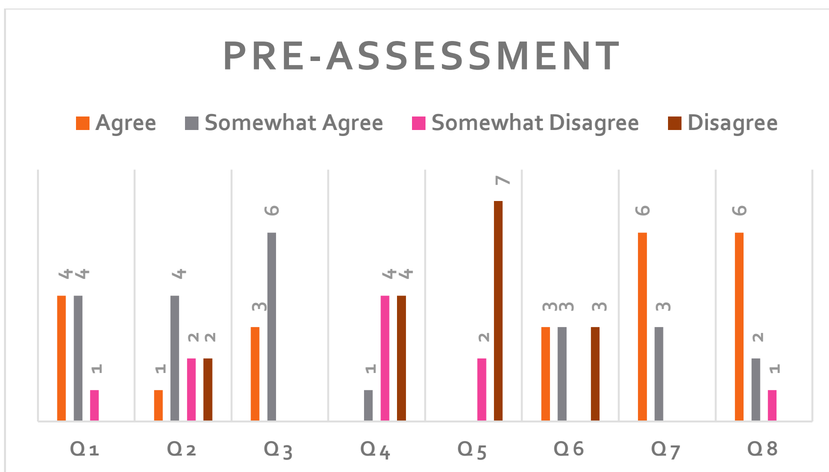
8. **Students will identify how their actions impact the community**

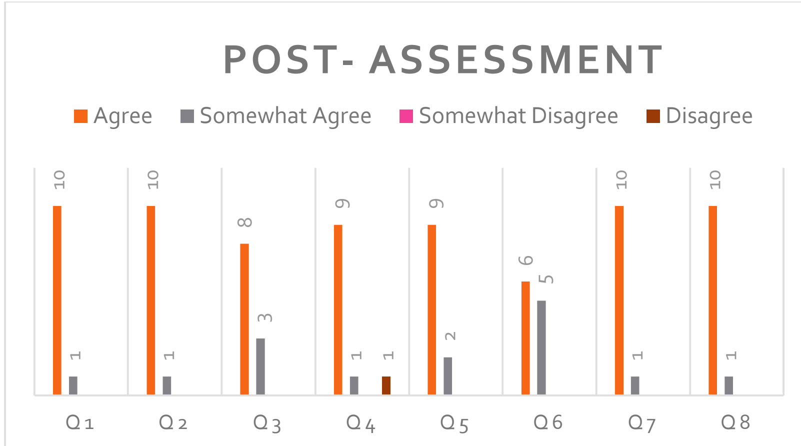
- We measured understanding and application.
- Through the XY simulation, students were separated into four groups and were given the task of choosing an X or a Y based on the payout. This simulation is meant to show folks how their decisions impact others both, positively and negatively, and that through collaboration you are able to achieve at a higher level.

<u>Pre-Post Test Survey results</u>

Questions used (2 charts below):

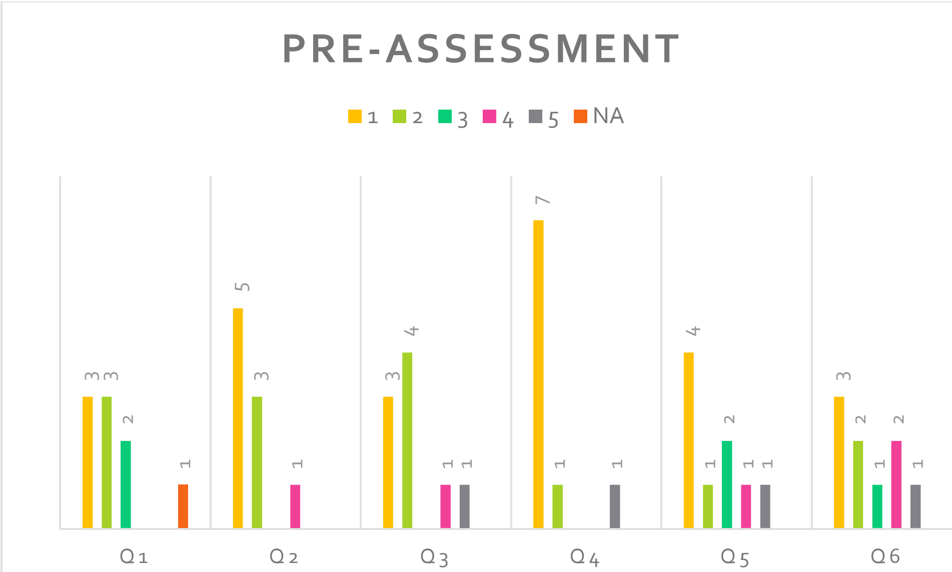
1. I know the purpose of my council.
2. I know council members from other councils and what their roles are within their council.
3. I can articulate my leadership tendencies.
4. I know what a S.M.A.R.T goal is and how to write one.
5. I am familiar with the AFLV assessment packet.
6. I know Robert's Rules of Order.
7. I know my fellow council members.
8. I am looking forward to this retreat.

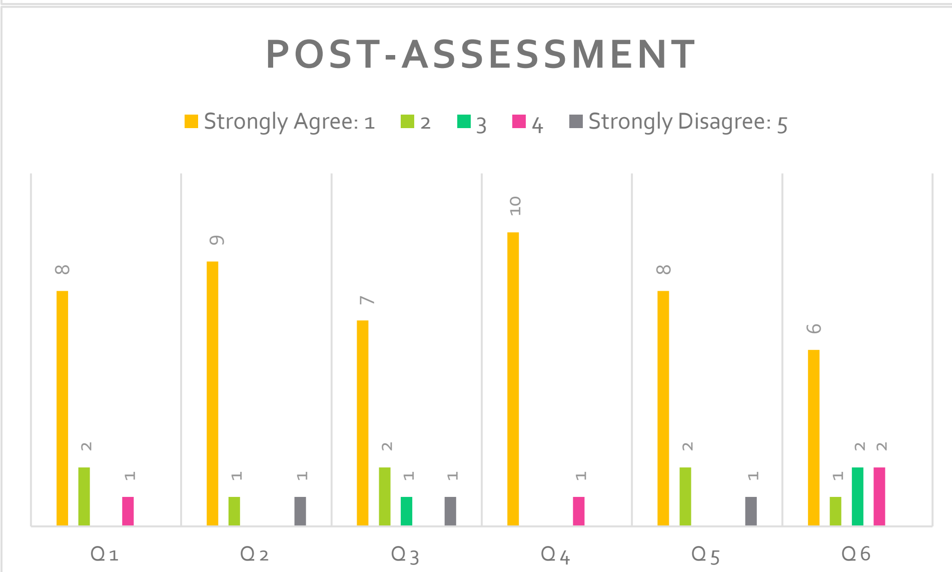




Questions used (two charts below):

1. I can articulate the purpose of my council.
2. I can articulate my personal values.
3. I feel supported and connected to my fellow council members.
4. I understand how my actions impact the Greek community.
5. I have a plan for taking my position to the next level.
6. I feel comfortable helping others with questions about OrgSync, Rosters, and Event Registrations.





<u>We learned:</u>

1. Participation was not high and not consistent. From a programming and development perspective, this retreat happened too late in the semester. In an ideal world, this would occur the first weekend student's return to campus. There needs to be more student buy in for this to be successful. Our council e-board members need to take this commitment seriously and attend. Once they are there, it will work.

2. There seems to be a lack of understanding of the importance of the mission, vision, and values of their organizations. Further work needs to be done to find a way that will improve our ability to get our leaders to understand how critical this is.

3. All areas of pre-assessment showed learning took place.

Explore Possible Actions Based on Assessment:

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

1. We should continue this program with changes.
2. A plan will need to be made to ensure full participation in this activity.
3. Enhance the education around mission, vision, and values.

Part III: Next Year (2017-2018)

What continuing or new assessment activities are you targeting next year (2017-2018)?

1. Next year, we will be doing a data analysis of Handshake. We now have one year of data so we will be able to compare increases in usage.

2. We are improving our Bulldog Beginnings assessment and will be able to showcase the results of that assessment.

3. We are improving our communication regarding the importance of community services. A new brochure and marketing campaign will take place helping students understand how to find opportunities, record their service, and reflect on that service. We will assess if there was an increase in service and what students learned as a result.

Center for Leadership, Activities and Career Services (CLACS) & Registrar's Office

Submitted by: Angela Roman

Part I: Last Year (2015-2016)

What changes did you make as a result of last year's assessment (2015-2016)?

This is our first year of assessment.

Part II: Current Year (2016-2017)

What are your Assessment Highlights for the current year (2016-2017)?

Assessment Area (1 of 1): Registered Student Organizations (RSO) Members

Question: What are you assessing?

Elise Gramza and Angela Roman conducted a joint assessment of the GPA, retention rates, and time to degree of Registered Student Organization (RSO) members. To be successful, we needed to find membership rosters from 2010 which allowed us the ability to track those student's academic information for 6 years. This proved difficult (see what we learned) but we found a small population of RSO members in the Panhellenic Greek community that we were able to track. In Fall 2010, 40 students entered into a Greek sorority as a new member. From those, we pulled out 20 who met the FITIAC definition. This allowed us to compare their retention rate to a University Wide 2010 FITIAC retention rate. The member data was used from rosters provided to the CLACS Greek Life center and academic data was taken from banner.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Other – Quantitative Academic Success

Strategic Goal Category:

Question: What strategic goal category does your assessment initiative fall under?

- Stabilize and Optimize our Enrollment and Retention

Assessment Results:

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

1. 50% of the new member population from Fall of 2010 were FITIACs. We assumed that would be higher because sorority recruitment is targeted toward incoming freshman.

2. The Fall 2010 FITIAC new sorority members' Cum GPA at time of graduation was an average of 3.14.
3. The Fall 2010 FITIAC new sorority members' average time to degree was 4.8 years.
4. The Fall 2010 FITIAC new sorority members' Fall 2010 to Fall 2011 retention rate was 90%, compared to all 2010 students Fall to Fall retention rate of 70% (Ferris Fact Book).
5. The Fall 2010 FITIAC new sorority members' retention to graduation was 75%. One of the five members that did not graduate from Ferris was academically dismissed. Other reasons for leaving are unknown.
6. We discovered that accurate roster data for RSOs is not kept in one central location. Our hope was that OrgSync would provide this information but found that OrgSync is a self-report tool by RSO leadership with no way to ensure accuracy.
7. We learned from this assessment that joining a sorority may have a positive impact on GPA, retention, and time to degree.

Explore Possible Actions Based on Assessment:

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

We are aware of software systems being reviewed at the University that can take student data and likely produce retention and success concerns for each student. With accurate membership data, being a member of a student organization may have implications for success and may be something to consider adding to this software system.

The CLACS office will be doing a full review of our RSO roster system to try and find a way to accurately report member information.

We would be interested in pulling cumulative GPA of all graduates to compare our sample with.

Part III: Next Year (2017-2018)

What continuing or new assessment activities are you targeting next year (2017-2018)?

None planned at this time.

Financial Aid

Submitted by: Heidi Wisby

Part I: Last Year (2015-2016)

What changes did you make as a result of last year's assessment (2015-2016)?

Sara Dew conducted the 2015-2016 assessments, analyzed and reported on the results, and made adjustments to processes, etc., she felt necessary. I do not have access to the end result(s) of the 2015-2016 assessments.

Part II: Current Year (2016-2017)

What are your Assessment Highlights for the current year (2016-2017)?

Assessment Area (1 of 1): Direct Loan Debt

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

Financial Aid sent a seven-question email survey to all active FSU students with Direct Loan debt in order to gain insight on students' attitudes toward their debt, and their efforts at managing student debt while enrolled at FSU. Approximately 6000 emails were sent, and 181 students completed the survey (4 freshmen, 49 sophomores, 54 juniors and 74 seniors). Graphics containing the survey questions, and the respondents' answers are attached, as well as an Excel spreadsheet summarizing the survey results (last names and student IDs have been removed).

Assessment Category:

Question: What category does your assessment initiative fall under?

- Other – We were interested in attitudes and behaviors of students with debt.

Student Affairs Strategic Goal:

Question: What strategic goal category does your assessment initiative fall under?

- Division Initiative 2: Create Opportunities for Intentional Student Engagement – As we intend to increase our presentations to classrooms and offer additional Financial Literacy events for 2017-2018, we hope to increase student engagement.
- Division Initiative 3: Improve Student's Financial Literacy and Decision Making – Our assessment for 2016-2017 is being used to help us understand students' attitudes and behaviors in dealing with their student debt while enrolled. This will assist us in developing and expanding Financial Literacy programming and resources for enrolled students to encourage smart borrowing while in school.

Assessment Results:

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

1) Most students report that they are "stressed" about their debt (77%).
2) Most students report that they do monitor their debt level (72%), and some have used a loan calculator (41%).
3) Most students report that they are not aware of important terms of their loans, such as repayment plans available (74%), and borrowing limits (78%). This information is available to students online at all times.
4) Many students report they do not use FSU financial literacy resources available to them (62%).
   http://ferris.edu/admissions/financialaid/CostSavingTips.htm

Explore Possible Actions Based on Assessment:

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

It is encouraging that most students are actively monitoring their debt while enrolled in college. However, it is of concern that most students are not aware of many important terms of their loans (such as their borrowing limit), or what to expect when they leave school and enter repayment (such as repayment plans). Financial Aid intends to expand on our Financial Literacy efforts in order to deliver and reinforce this important information to student borrowers.

1) We will be increasing the number of presentations to FSU101 classes during 2017-2018 by 33% over 2016-2017.
2) We will be offering a new Financial Literacy event to students on campus during 2017-2018. This will be in addition to Get Real!, and will focus on basic financial skills for students: budgeting, establishing credit / ID theft prevention, and borrowing wisely for college.
3) For students who borrowed federal loans to attend FSU, but are no longer enrolled, and are experiencing difficulty in repayment, our office will reach out by mail and/or phone to provide assistance. We will pull NSLDS delinquency reports for FSU borrowers 90 days + delinquent to identify those experiencing difficulty.

Part III: Next Year (2017-2018)

What continuing or new assessment activities are you targeting next year (2017-2018)?

Financial Aid will be analyzing our defaulters from the FY16 cohort (for CDR purposes) for commonalities these students may share (academics, major, financial need, etc.). This information will be used to better target outreach for financial literacy while students are enrolled at FSU.

Institutional Research & Testing (IR&T)

Submitted by: Mitzi Day

Part I: Last Year (2015-2016)

What changes did you make as a result of last year's assessment (2015-2016)?

Assessment Area (1 of 2): Services Provided by the Testing Office

As a result of examining the usage patterns offered by the Testing Office, we have consciously made decisions to alter times and dates of various services when needed. Because of our analysis of the testing counts, we have and will continue to monitor and adjust the lab schedules to maximize the usage of the space for tests that are most relevant to our student population. Also, as the need for test scanning (and scanning for other purposes such as the student assessment of instruction) continues to change, we will alter the services offered and staff alignment to meet the needs of our students, faculty and staff. In terms of our placement test product, Accuplacer, we are just beginning this year to monitor the amount of time and resources needed to meet the needs of the University and students requesting Accuplacer testing. Also, over this past year the four-part AP score process change from manual to electronic has been fully implemented.

We will continue to monitor the Testing Services usage patterns and continue to make adjustments accordingly.

Assessment Area (2 of 2): Programming/Reporting Efforts this Past Year

After looking at various projects that the Programming Staff in IR&T had worked on collaboratively with other areas on the Big Rapids campus and other campus locations, we focused on examining the intricacies of the MyDegree project. My Degree is the Ferris term for the Degree Works product from Ellucian – an electronic degree audit and advising tool.

While in the midst of accessing the intricacies of the MyDegree project, some rather large changes took place last year. In the previous year, Academic Affairs had funded an expansion of staff to complete all the tasks related to this complex project. Joining two staff members from Enrollment Technical Services that year were a newly hired coordinator and two new program scribes. We were monitoring the progress and continuing to monitor the personnel hour needs and physical needs as it progressed. We were mindful of the unique position that our Enrollment Technical folks played in this collaborative venture. In response to both budget cuts for our area and due to a staff member in the Testing Office leaving, in mid to late December, the decision was made to move the Enrollment Technical staff working on Degree Works into the Testing Office position. This ended the role of our technical staff working as a scribe on the Degree Works Project.

Our technical staff will now only be involved with Degree Works from a system administration perspective, and this role will also continue to be monitored to see if any changes might also be warranted in the future.

Part II: Current Year (2016-2017)

What are your Assessment Highlights for the current year (2016-2017)?

<u>Assessment Area (1 of 1): Web Analytics of our pages</u>

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

In the office of Institutional Research &Testing, we used web analytics to assess the overall usage of our various web pages. We looked into the patterns by looking at the traffic on our web pages using Google Analytics to track "page views." We looked and documented recent levels of usage, to give us a better idea of which pages have the highest rate of views. Then we will evaluate how those rates fluctuated over time, and what these patterns tell us about student, faculty, and staff behavior. Our goal with this assessment is to see where we should focus our efforts in the future when trying to refine some of our processes for delivering our information on the web. We plan to improve our level of service and hopefully increase efficiency when delivering these pages.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction/Customer Service

Strategic Goal Category:

Question: What strategic goal category does your assessment initiative fall under?

- Stabilize and Optimize our Enrollment (3) Enhance the University's image

Assessment Results:

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

We looked into traffic patterns of usage on our web pages using Google Analytics to track "page views." We looked at these patterns a few different ways: (1) a week each month over the past five months, (2) each month over the past five months and (3) as a whole over the five months. A couple of the top pages that repeatedly were viewed the most were the "CLEP subjects" page and the "Fact Book" page. This was true across the various measures we used (week, month, and five month period).

For the 'week' measure, the page view results are as follows:

1 Week Each Month

		CLEP Subjects	Fact Book
Jan 29	Feb 4	66	73
Feb 26	Mar 4	97	74
Mar 26	Apr 1	117	58
Apr 23	Apr 29	137	98
May 21	May 27	111	80
Jun 18	Jun 24	115	28

In the week measure, the Fact Book averaged **69** views per week across the five months and the CLEP subject page averaged **107** views per week across the five months.

For the 'each month' measure, the page view results are as follows:

Each Month

	CLEP Subjects	Fact Book
Feb	259	311
Mar	521	355
Apr	396	310
May	327	242
Jun	357	238

For the 'each month' measure, the Fact Book averaged **291** views per month across the five months and the CLEP subject page averaged **372** views per month across the five months.

For the five-month measure, the "page view" results are as follows:

Five-Month

	CLEP Subjects	Fact Book
Feb - Jun	1881	1492

In the five-month view, the Fact Book averaged **71** views per week across the five months and **298** per month, and the CLEP subject page averaged **90** views per week and **376** views per month across the five months.

It is interesting to note that when looking at a week of information, our pages were viewed most on Tuesdays, and Mondays, and the least on Fridays (or weekends) - This also was true for the FSU homepage itself. Overall we are a small percentage of the entire FSU page views, but our own viewership is very steady across the days, weeks, and months. In our brief five month analysis, the Fact Book had the highest views when the new book came out, in February and March. The CLEP page experienced highest numbers in March. It will be interesting as we continue to monitor our Web Analytics to study these trends across time and continue to be cognizant of what these trends prove to be, and plan and articulate our information accordingly to best serve the schedule as we learn it.

By means of comparison, the following is a list of the top ten viewed sites for FSU and selected Student Affairs pages over the past five months. This helps put a perspective on the traffic on the Ferris web site, the induvial pages, and the whole. It is important for areas looking at this analysis to remember to analyze themselves against themselves across time to see trends. There is no intent for competition to occur against departments, only to show trends about our own pages and traffic that can be very useful.

Feb-June

Page	Views
All Pages	5,531,957
Homepage	1,739,823
Jim Crow - What is Jim Crow?	275,357
FLITE Library	169,707
Current Students	97,509
Admissions	82,134
Message	56,139
Jim Crow - Homepage	45,499
Ferris FAQ's	41,520
Dining Menu	39,791
Jim Crow - Origins of Jim Crow	38,639

Sample of Student Affairs Departments

Feb - June

Page	Views
admission/financialaid	199,547
studentlife/u-rec	33,537
studentaffairs/CLACS	19,257
admission/registrar	18,788
admissions/testing	11,897
studentlife/Hcenter	5,296
studentaffairs/judicial	2,368

Explore Possible Actions Based on Assessment:

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

In regards to our analysis of the Institutional Research and Testing web page "page views," we hope to improve the efficiency and ease-of-use of our top viewed pages. In regards to the CLEP Testing pages, we have already started to work with Dale Hobart with training efforts to use OMNI more diligently so that we are better able to control our own content and make changes as they occur and decrease our time to fix content that may become outdated. With the Fact Book pages, we are already planning to look into creating bookmarks and indexing to help streamline the navigation process and to help our customers navigate with more ease and less time. In all of our pages on the web including the CLEP and Fact Book pages, we will continue to monitor them and adjust the processes or services in and around them to maximize their usage in ways that are most helpful to our student, faculty, and staff population. As the need for web content continues to change, we will array the services offered and the manner in which we present these items to our students, faculty and staff as needed. In terms of the work we did with Google Analytics, we will continue to gather and analyze this information to guide us in the future. We will over the next year, continue to work with those accessing our pages to refine and redesign to provide the best services and information that we can.

Part III: Next Year (2017-2017)

What continuing or new assessment activities are you targeting next year (2017-2018)?

Next year, IR&T will focus on looking into web and PDF accessible documents. PDF accessible documents make it possible for users to access, consume, and interact with digital media while maintaining content, message and purpose. After looking at what content is driving the most interest on our site over the past year, we will next assess the access that we have in the many documents that live on our site, making sure our content is accessible to people with disabilities including Blindness, Low Vision, Deafness, etc. Making the content more usable to all users is important.

Office of Multicultural Student Services (OMSS)

Submitted by: Matt Chaney

Part I: Last Year (2015-2016)

What changes did you make as a result of last year's assessment (2015-2016)?

As a result of last year's assessment, the Office of Multicultural Student Services always tries to enhance our focus on creating goals to assess our department's services, engagement opportunities, and sponsored events.

Part II: Current Year (2016-2017)

What are your Assessment Highlights for the current year (2016-2017)?

Assessment Area (1 of 1): Student Perceptions of the OMSS

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

OMSS had a wonderful and unique opportunity to collaborate during the spring 2017 semester with a senior level public relations (PR) student who was completing his capstone Public Relations Campaigns class, PREL 455. In this process, OMSS identified and presented a real life challenge of our department and the senior level student created a comprehensive PR plan to educate students, faculty, and staff about OMSS' mission, and sought out ways to improve perceptions and involvement with our department. This comprehensive PR campaign included the following: Introduction, Executive Summary, Research, Action Plan, Communication Plan, and Evaluation.

OMSS Challenge for Assessment:

Perceptions on whether OMSS is perceived by the Ferris community as a valuable resource for engaging events and meaningful ways to get involved on campus.

Objectives

- To influence students to view OMSS as an inclusive environment for all and realize the benefits of getting involved with the offices' initiatives.
- To influence students to attend more OMSS events and increase brand awareness.
- To recruit student leaders as advocates for the office and reach a greater population with key messaging.
- To recruit faculty/staff members as advocates for the office and reach more students with key messaging.

A survey was created on OrgSync and administered via email to all students, as well as shared on Facebook. The purpose of the survey was to determine Student's perceptions of the OMSS and find out what motivators would influence them to attend more events or volunteer for more initiatives. The survey was anonymous and featured 16 questions with 11 quantitative questions, and five optional, open-ended questions at the end. There were 129 student respondents to the survey.

Assessment Category:

Question: What category does your assessment initiative fall under?

The Office of Multicultural Student Services (OMSS) survey of participants at our sponsored events fell under the following categories:

- Participation / Capacity Management (Number of participants, etc.)
- Customer Satisfaction / Customer Service (Survey results, etc.)
- Student Learning Outcomes (Student Affairs Student Employee Survey results, etc.)

Strategic Goal Category:

Question: What strategic goal category does your assessment initiative fall under?

- **Create opportunities for intentional student engagement**
    - Improve programming to increase student engagement

Assessment Results:

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

From the 11 quantitative questions and 129 responses, here is a summary of the key findings:

1. Most students have attended between zero and three OMSS events during their time at Ferris (75%).
2. Most students rank their experience with OMSS events as either neutral (41%) or satisfactory (33%).
3. Many students were familiar with OMSS annual cultural heritage celebrations (43%).
4. Many students are unfamiliar with OMSS Initiatives/Engagement Opportunities (38%).
5. The profile of the majority of students who participated in the survey were female (62%) and White (84%).

From the qualitative questions, which averaged over 30 responses per question, here is a summary of the findings:

1. When asked what would entice you to attend more OMSS events, many respondents expressed a lack of interest in diversity events that we offer and diversity events as a whole, while a smaller number of respondents expressed a satisfaction of events being offered and an interest in OMSS hosting more diversity-related events.
2. When asked what would entice you to utilize resources in the OMSS or to volunteer/participate, many respondents suggested increased awareness of the resources available, as well as many stating they were not interested.

3. When asked what would you like to know more about the OMSS, the majority of respondents were satisfied with what they already knew, while there were some responses of wanting more information on how to get involved.
4. When asked to provide additional comments or suggestions, responses that stood out included advertising and scheduling of events to appeal to the diverse types of students; additionally, several responses commended OMSS for being an office that supports different multicultural students and events for those students.

Explore Possible Actions Based on Assessment:

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

Identify Early Adopters

By identifying early adopters, the OMSS can focus on recruiting them as advocates for the office. The OMSS can share the stories of these advocates to educate students on the benefits of getting involved with the offices' many initiatives.

Reduce Uncertainty

By sharing success stories and highlighting a diverse group of students, the OMSS can help change misconceptions students may have about the office. When hosting events, the office could use wording such as, "this event is for students who are interested in…" to communicate better what students can expect from each event.

Create More Opportunities for Engagement

Creating more opportunities for students to visit the office will help raise awareness. Hosting casual meetings and events in the office space would create a more welcoming environment for students to come and learn more about the office and the resources it provides.

Collaborate with RSOs/Departments

Collaborating with a wide range of student organizations and departments may help draw more people to events and increase overall awareness. RSOs who co-sponsor events will invite their members to attend, creating a diverse audience. Strategic partnerships with student organizations who appeal to students who do not normally attend OMSS events might give those students reasons to attend.

Blog/Vlog Schedule

Using engaging video and supplementary blogs, the OMSS has an opportunity to share student success stories. Sharing these stories will help reduce uncertainty and provide students with a glimpse of what the benefits of getting involved with the office are.

Social Media Plan

Implementing a social media plan focused on engaging stories may create a reason for students to like and follow OMSS accounts. Focusing on sharing engaging stories to influence audiences to attend events, volunteer, or utilize the offices' resources is key.

Food Friday's

Creating opportunities for students to visit the office will provide them with more chances to realize the benefits of utilizing its resources. Having face-to-face events like Food Friday's, for example, could provide students with a chance to meet the OMSS staff, learn about volunteer opportunities and more.

Part III: Next Year (2017-2018)

What continuing or new assessment activities are you targeting next year (2017-2018)?

1. The Office of Multicultural Student Services (OMSS) will continue to implement surveys at our sponsored events through OrgSync and by paper.
2. OMSS will continue to seek feedback from the diverse members of our campus community through the coordination of our multicultural student programming council, cultural heritage celebrations planning committees, and focus group discussions.
3. To address awareness and perception of OMSS events and involvement opportunities, OMSS will pilot the recommended action plan as identified from the Public Relations capstone project created in the spring of 2017.

Office of Student Conduct

Submitted by: Nicholas Campau

Part I: Last Year (2015-2016)

What changes did you make as a result of last year's assessment (2015-2016)?

Last year the OSC took a deep dive into the student appeals that we received and looked for processes and opportunities where we could improve. Through that process, we found that almost half of our appeals were in cases that resulted in an Administrative Warning (lowest level administrative sanction). We also saw trends in the content of the appeal. These trends included: students wanted an opportunity to tell their side of the story, students didn't attend their conduct conference but wanted to have another, and that they didn't agree with the sanction.

With this information in mind, we began to look at our processes and training. As a result, we strengthened our training with our conduct case managers on how to work with students who miss their conduct conference and don't agree with their outcome. We will also look to begin using a new feature in our database that allows students to receive a text message when we send them communication from our office.

Part II: Current Year (2016-2017)

What are your Assessment Highlights for the current year (2016-2017)?

<u>Assessment Area (1 of 2): Student Development Following Conduct Conference</u>

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

This year we focused our post conduct conference survey around moral development and student engagement. To increase survey completion rates, we limited our survey to only 7 questions. While crafting our questions, we intentionally kept our questions and response options as "student friendly" as we could without sacrificing our message. This survey was typically sent 2-4 weeks following their conduct conference to students held responsible for violating University policy but were not suspended or dismissed. The survey was sent to 848 students, with 110 students completing the survey, giving a response rate of 12.9%.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Student Learning Outcomes

Strategic Goal Category:

Question: What strategic goal category does your assessment initiative fall under?

- Create Opportunities for intentional student engagement

Assessment Results:

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

- **Students felt they were respected-** Students who attended their conduct conference were asked on a scale of 0-100, how much respect was given to their thoughts and feelings. Our average score was 77, with 46 students giving us the top rating for how much respect they felt.
- **Students are not always involved on campus-** 57% of our students responded that they are either not involved (20%) or slightly involved (37%).
- **Their incident had no impact on the community-** When asked to rate on a scale of 0-100 the impact level the incident they were involved in had on their community, 71% stated the incident had no impact.
- **Students changed their behavior-** Students were asked if they had been around a similar situation since their incident and how they handled it. 79% of our students advised that they had not been around a similar situation, with another 17% reporting that they were around, but leaving the situation or not participating.

Explore Possible Actions Based on Assessment:

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

Based on our assessment, we continue to look to improve the training and flow of our conduct conference as well as educational sanctioning models. Although rated highly, we will continue to explore and revisit with our conduct case managers' strategies to ensure students are feeling respected and heard. We are interested in exploring ways to help students feel more connected and involved on campus. Finally, we will also look to find new approaches to talk about how each person impacts their community and what kind of impact each incident had on the community.

Assessment Area (2 of 2): Student Appeals

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

The second area of assessment that the Office of Student Conduct reviewed from the 2016-2017 school year was student appeals. Out of 1107 individual student conduct cases, 27 students appealed the outcome of their conduct conference. For the purpose of our assessment, appeals were categorized by administrative sanction, as students have different rights based on their assigned administrative sanction.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Program Quality Review

Strategic Goal Category:
Question: What strategic goal category does your assessment initiative fall under?

- Stabilize and Optimize our Enrollment
    - Enhance the University's Image

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

Results of our assessment supported part of our anecdotal belief that our additional training last year with case managers about working with students who did not attend their conduct conference worked. This data only supports that belief when it is in relation to students appealing an outcome of an Administrative Warning through Suspension. Additionally, after reviewing what students wrote in their appeal, it reinforced our belief that the additional training with our case managers is working, as fewer students felt compelled to retell their version of events compared to the previous academic year.

Administrative Sanction	Number of Students Present at Conduct Conference		Number of Students Not Present at Conduct Conference		Totals	
	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
Administrative Warning	6	5	7	3	13	8
Disciplinary Probation Level I	2	5	3	1	5	6
Career Probation	0	4	0	0	0	4
Suspension	5	3	3	3	8	6
Dismissal	2	1	0	2	2	3
Total	15	18	13	9	28	27

A new feature in our tracking system also has allowed us to group certain policy violations together for reporting and privacy. Of the 27 incidents appealed, 6 (22.2%) were the result of a policy connected to Title IX (sexual harassment, sexual assault, domestic violence, dating violence and stalking). During the 2016-2017 school year, our office only adjudicated 11 incidents connected to Title IX. Through the conduct process, 9 of those incidents resulted in a student being held responsible for violating a policy in connection to Title IX. Only 3 students held responsible for a Title IX policy violation did not appeal their outcome.

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

I would like to continue monitoring appeals that come from incidents where a student is held responsible for a policy violation in connection to Title IX. I would like to explore with my colleagues from across the state if this is a similar trend that they are seeing or if it is an anomaly. Given that we only have 1 year worth of data, we will continue to monitor this.

Part III: Next Year (2017-2018)

What continuing or new assessment activities are you targeting next year (2017-2018)?

The Office of Student Conduct will look at two new practices we are implementing. The first is assessing the effectiveness of a text message alert informing students they have received communication from our office. The other will to take an intentional look at the use of registration holds placed on students when they fail to complete a sanction. This will be in addition to our post meeting survey that is distributed.

Registrar's Office

Submitted by: Elise Gramza

Part I: Last Year (2015-2016)

What changes did you make as a result of last year's assessment (2015-2016)?

Staff Professional Development

- Based on the evaluation from the reflections and feedback from the staff, we have found that we need to continue to encourage the Registrar's Office staff to participate actively in professional development. They have found it to be an empowering experience, enhancing their job related functions, and their relationship with co-workers and their connectedness to the University. Often it's hard to find time to dedicate to professional development, but the assessment piece of this gave the necessary encouragement to ensure follow through. As we continue to move forward, I have made it clear that we need to continue to make learning, in whatever capacity, a priority and hopefully have empowered the staff to continue to do so.

Get Feedback Survey

- We continue to see low results but some valuable data. Since its inception we have had approximately 48 people respond. As we move forward with more retention efforts, both University wide and in the Registrar's Office, specifically we hope to develop a larger communication plan. We hope to develop a plan regarding withdraws, midterm grades and graduation to name a few. We continue to hope the Registrar's Office can positively affect time to degree and retention.

Part II: Current Year (2016-2017)

What are your Assessment Highlights for the current year (2016-2017)?

<u>Assessment Area (1 of 1): Processes</u>

Question: What are you assessing?

Through the Strategic Enrollment Plan, we earmarked five major processes within the Registrar's Office that could benefit from increased communication and automation through WorkFlow (WF). The intention was to benefit the students, staff, and faculty involved in each process through increased communication, decreased processing time, and eventual realignment of responsibilities. The five processes that were selected where:

- Total Withdrawals (TW)
- Academic Dismissals and Reinstates (AD/RE)
- Schedule Adjustment (add, drop, withdrawals after 4th day)

- Program Changes
- Transfer Equivalencies

Assessment Category:

Question: What category does your assessment initiative fall under?

- Staff/Customer Satisfaction
- Process Efficiencies
- Retention (long term)

Strategic Goal Category:

Question: What strategic goal category does your assessment initiative fall under?

- Stabilize and optimize our enrollment

Assessment Results:

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

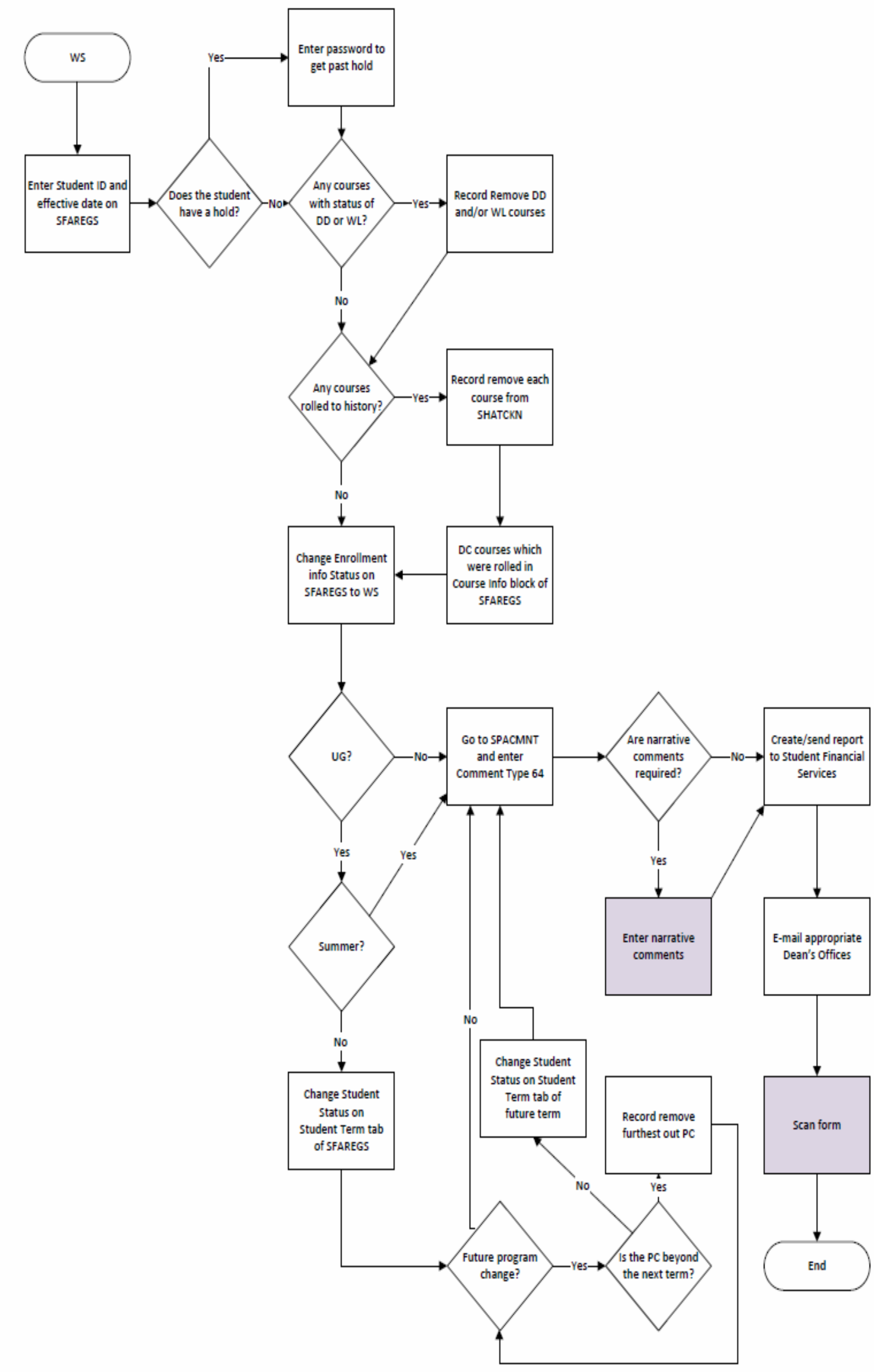
Working with an external consultant, we gathered groups of stakeholders related to each of the five processes. We mapped out our current structures, the proposed WF solutions and how we could make each process better for everyone involved. Step-by-step we worked our way through each process asking questions like

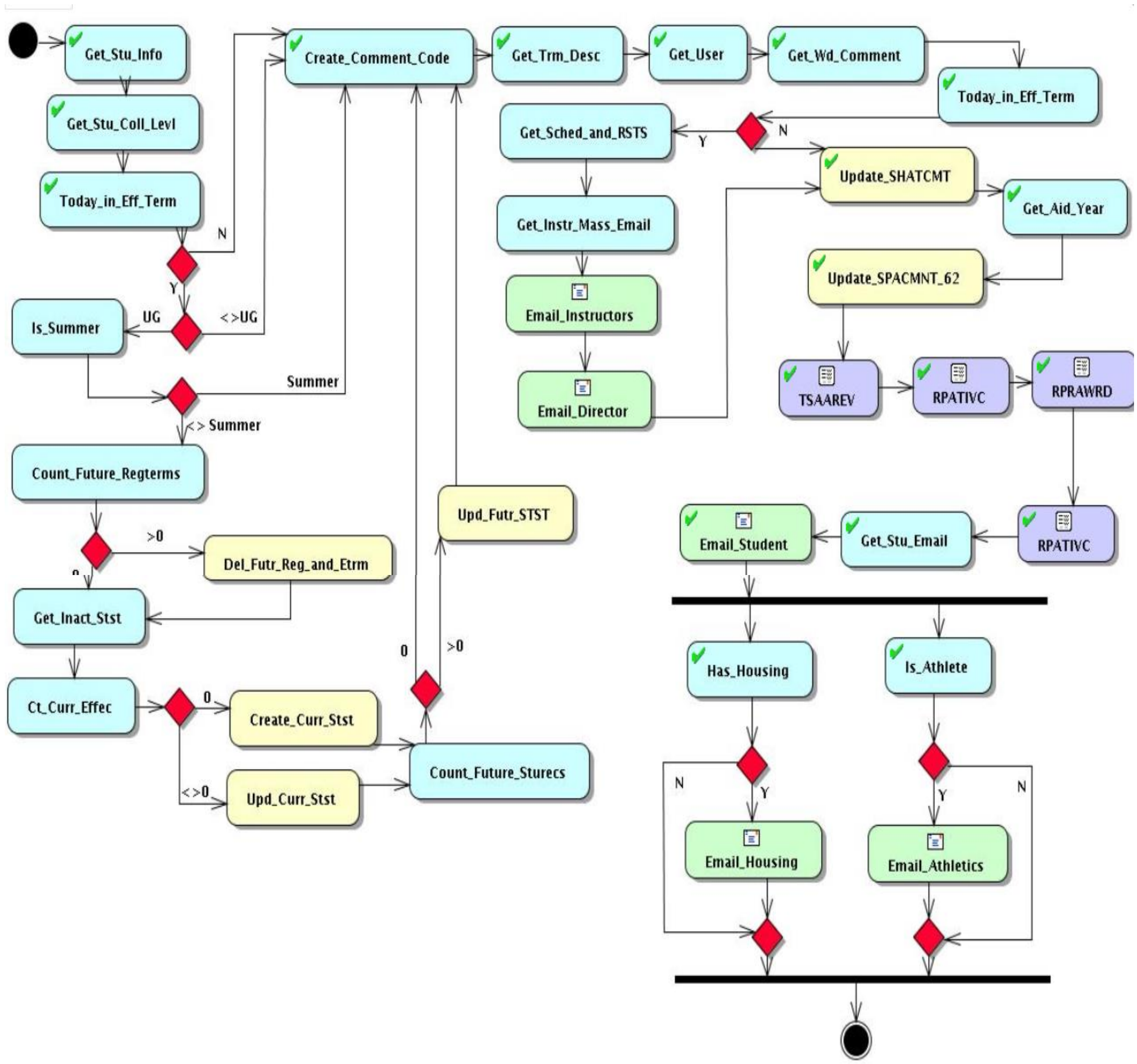
1) What are all the possible outcomes of each step?
2) Is this step necessary?
3) How does this step vary from paper/manual to automation?
4) Does the proposed solution work 80% of the time? What happens with the other 20%?
5) Given the solutions, what else can we do to make this process better?
6) Can we change our practices to have better results?

The set of questions varied for each process and changed course as we worked our way through them step-by-step. After mapping out the flow of each process we have since worked more one-on-one with the consultant to translate the assessment into the WF product. As the consultant placed our processes into WF, we were able to test various scenarios and find more areas of improvement or necessary adjustments.

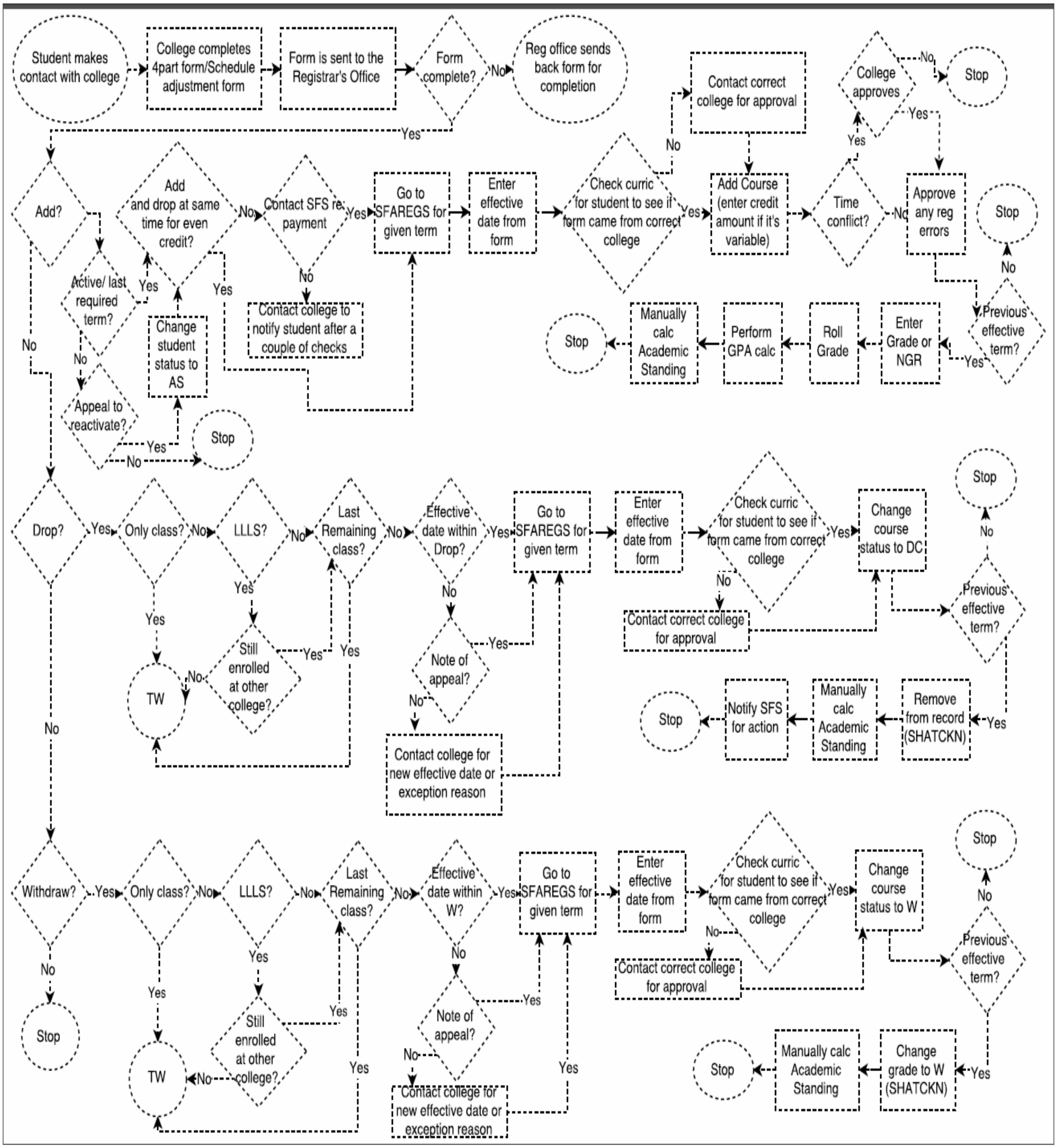
The first process we looked at was TWs. This ended up being a complicated and involved WF that took about four months to fully develop and implement, during which time we also evaluated, created, and implemented the AD/RE WF. We are currently in the process of testing and getting feedback on the schedule adjustment WorkFlow, and hope to fully implement it during the Fall 2017 semester. We are in the early stages of developing the Program Change WF. Below are examples of the TW WF and the schedule adjustment WF. The graphics show the original map and the implemented/proposed WF solution based on our assessment.

EXAMPLE 1:

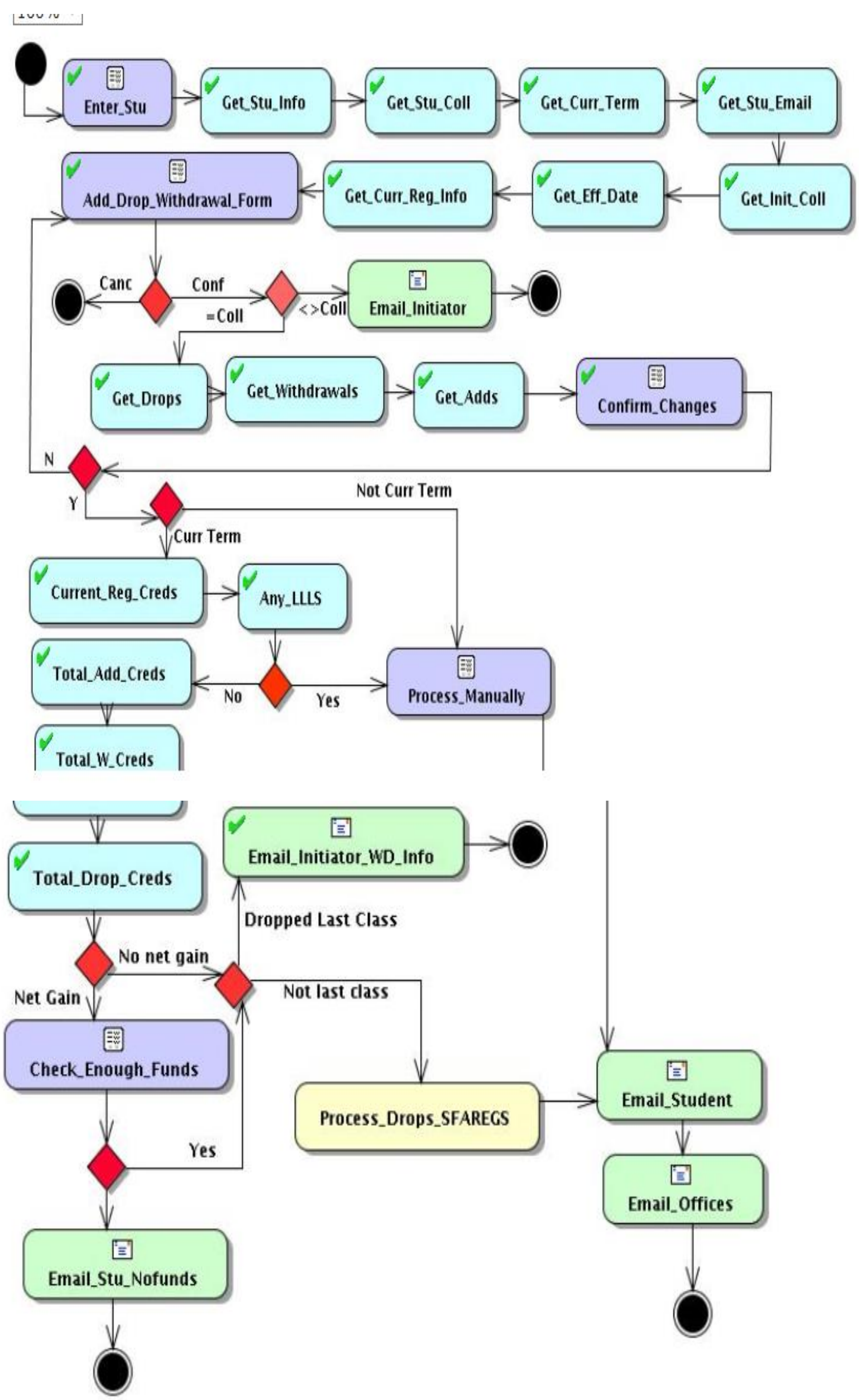

WS
Enter Student ID and effective date on SFAREGS
Does the student have a hold?
Yes
Enter password to get past hold
No
Any courses with status of DD or WL?
Yes
Record Remove DD and/or WL courses
No
Any courses rolled to history?
Yes
Record remove each course from SHATCKN
No
Change Enrollment info Status on SFAREGS to WS
DC courses which were rolled in Course Info block of SFAREGS
UG?
No
Go to SPACMNT and enter Comment Type 64
Are narrative comments required?
No
Create/send report to Student Financial Services
Yes
Enter narrative comments
E-mail appropriate Dean's Offices
Yes
Summer?
Yes
No
Change Student Status on Student Term tab of SFAREGS
No
Change Student Status on Student Term tab of future term
Record remove furthest out PC
Scan form
No
Yes
Future program change?
Yes
Is the PC beyond the next term?
End


Get_Stu_Info
Get_Stu_Coll_Levl
Today_in_Eff_Term
N
Y
UG
<>UG
Is_Summer
Summer
<> Summer
Count_Future_Regterms
>0
Del_Futr_Reg_and_Etrm
Get_Inact_Stst
Ct_Curr_Effec
0
Create_Curr_Stst
<>0
Upd_Curr_Stst
Count_Future_Sturecs
0
>0
Upd_Futr_STST
Create_Comment_Code
Get_Trm_Desc
Get_User
Get_Wd_Comment
Today_in_Eff_Term
Get_Sched_and_RSTS
Y
N
Get_Instr_Mass_Email
Email_Instructors
Email_Director
Update_SHATCMT
Get_Aid_Year
Update_SPACMNT_62
TSAAREV
RPATIVC
RPRAWRD
RPATIVC
Get_Stu_Email
Email_Student
Has_Housing
Is_Athlete
N
Y
Y
N
Email_Housing
Email_Athletics

EXAMPLE 2:



Student makes contact with college
College completes 4part form/Schedule adjustment form
Form is sent to the Registrar's Office
Form complete?
No
Reg office sends back form for completion
Yes
Add?
Add and drop at same time for even credit?
No
Contact SFS re: payment
Yes
Go to SFAREGS for given term
Enter effective date from form
Check curric for student to see if form came from correct college
No
Contact correct college for approval
Yes
Add Course (enter credit amount if it's variable)
Time conflict?
Yes
College approves
No
Stop
Yes
No
Approve any reg errors
Stop
No
Previous effective term?
Yes
Enter Grade or NGR
Roll Grade
Perform GPA calc
Manually calc Academic Standing
Stop
No
Contact college to notify student after a couple of checks
Yes
Active/ last required term?
Yes
No
Change student status to AS
Appeal to reactivate?
Yes
No
Stop
No
Drop?
Yes
Only class?
No
LLLS?
No
Last Remaining class?
No
Effective date within Drop?
Yes
Go to SFAREGS for given term
Enter effective date from form
Check curric for student to see if form came from correct college
Yes
Change course status to DC
Stop
No
Previous effective term?
Yes
Remove from record (SHATCKN)
Manually calc Academic Standing
Notify SFS for action
Stop
No
Contact correct college for approval
Yes
Yes
Still enrolled at other college?
Yes
No
TW
Yes
No
Note of appeal?
Yes
No
Contact college for new effective date or exception reason
No
Withdraw?
Yes
Only class?
No
LLLS?
No
Last Remaining class?
No
Effective date within W?
Yes
Go to SFAREGS for given term
Enter effective date from form
Check curric for student to see if form came from correct college
Yes
Change course status to W
Stop
No
Previous effective term?
Yes
Change grade to W (SHATCKN)
Manually calc Academic Standing
Stop
No
Contact correct college for approval
No
Stop
Yes
Yes
Still enrolled at other college?
Yes
No
TW
Yes
No
Note of appeal?
Yes
No
Contact college for new effective date or exception reason
Yes


Enter_Stu
Get_Stu_Info
Get_Stu_Coll
Get_Curr_Term
Get_Stu_Email
Get_Init_Coll
Get_Eff_Date
Get_Curr_Reg_Info
Add_Drop_Withdrawal_Form
Canc
Conf
=Coll
<>Coll
Email_Initiator
Get_Drops
Get_Withdrawals
Get_Adds
Confirm_Changes
N
Y
Not Curr Term
Curr Term
Current_Reg_Creds
Any_LLLS
Total_Add_Creds
No
Yes
Process_Manually
Total_W_Creds
Total_Drop_Creds
Email_Initiator_WD_Info
Dropped Last Class
No net gain
Not last class
Net Gain
Check_Enough_Funds
Process_Drops_SFAREGS
Email_Student
Email_Offices
Yes
Email_Stu_Nofunds

Explore Possible Actions Based on Assessment:

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

We have learned and continue to learn a lot about our processes through assessment of each for WF. Our TW process has moved from a 5-6 step manual process followed by a 4 step paper trail through other departments, to a 1 manual step process with an electronic flow to the other departments. Our AD/RE process moved from a 5-6 step manual process to a 2 step process with increased communication to several parties involved that did not exist before. As we are in midst of developing the schedule adjustment WF, we are finding that about 90% of the process will be completely "touch free" after the point of submission from the college. In addition, we have found that the process from submission to completion takes about 7-15 minutes, a vast improvement over the days it currently takes.

So far, we have seen great successes towards our goals of increased efficiencies and communication. We hope that all parties involved in the processes will see improvements, and that it will translate back to better service and retention of our students. In addition, once all of our WFs are fully implemented we hope to realign the Registrar's Office staff responsibilities to include more directly related retention efforts.

Part III: Next Year (2017-2018)

What continuing or new assessment activities are you targeting next year (2017-2018)?

Next year, we will evaluate all Registrar's Office staff assignments and how they are effected by WF, including new initiatives we hope to start. In addition, we will look at the implementation of the recently approved preferred first name policy.

Title IX

Submitted by: Kevin Carmody

Part I: Last Year (2015-2016)

What changes did you make as a result of last year's assessment (2015-2016)?

Last year's assessment of the Title IX Office included two portions. One was on the training for participants in the Spring 2016 Step Up training, and another assessment looked at the completion of our Campus Climate Survey. The assessment of the Climate Survey will be implemented significantly in this upcoming year, as we look to conduct a Climate Survey again. The assessment of Step Up Training was pivotal in overhauling training this year. One change was that the in-person training created a slight barrier to getting members involved in Step Up, and so we have implemented online training that members can complete as they go along. Additionally, we've shortened these sections to 30 minutes or less, based on the feedback from participants. Lastly, we are utilizing experts in the specific areas in place of peers, to present the training to ensure that the information is not only wholly accurate, but also delivered with the skill that a seasoned professional can deliver. In order to maintain the peer-led elements, we are asking current members to focus their training on the skills associated with presentations and events. Based on last year's assessment, this appeared to be the most beneficial use of their talents.

Part II: Current Year (2016-2017)

What are your Assessment Highlights for the current year (2016-2017)?

Assessment Area (1 of 1): Persistence of Complainants in Title IX Cases

Question: What are you assessing?

The area of focus for this assessment plan was on the impact of the Title IX processes on the academic success and persistence of those reportedly impacted by an incident of sex discrimination, including sexual harassment, sexual assault, stalking, and dating or domestic violence. Data was collected in a database utilized in the Title IX Office for record-keeping, including information on when the incident was reported, the nature of the incident, if an intake or initial meeting was conducted, and if the matter was referred to the Office of Student Conduct, and this data was synthesized with Banner data to determine if they persisted in the following Academic Year, as well as their cumulative GPA prior to the disclosure, and the GPA received the two semesters following the disclosure. The data was then analyzed to determine what if any interaction the Title IX process had on the complainants' success and retention. Any complainants who were non-students were removed, as were any complainants whose complaint was determined false, not just unfounded, after a thorough investigation. Given the relatively small sample size of complainants each year (50 AY 2015-2016; 41 AY 2016-2017), two years were compared, giving a total of 91 complainants.

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

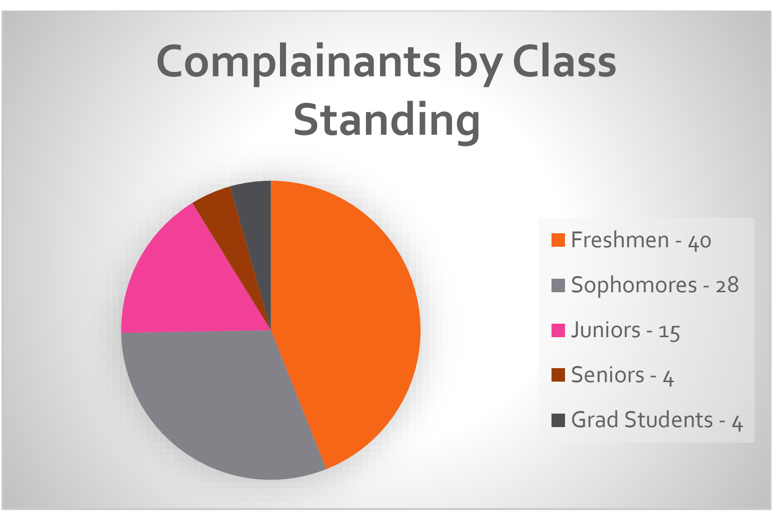
- Program Effectiveness
- Student Learning Outcomes

Strategic Goal Category:
Question: What strategic goal category does your assessment initiative fall under?

- Stabilize and optimize enrollment

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

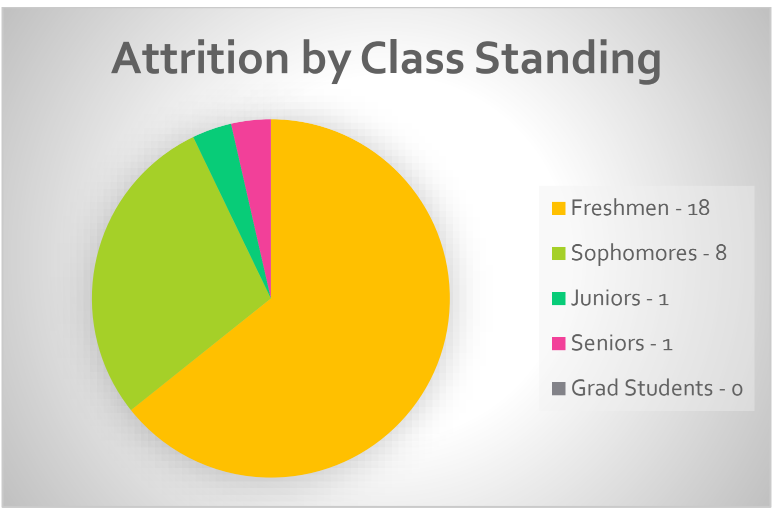
Of the 91 Complainants that were reviewed, the majority were freshmen (40). The next most populous group was sophomores (28), then juniors (15), and a tie between seniors and grad students (4). The vast majority of complainants were women, with only 5 complainants being men. Complainants reported a spectrum of behaviors that may constitute sex discrimination, as defined in Title IX Guidance. Most of the complainants either did not respond to attempts at outreach by the Title IX Office, or requested that no investigation be conducted, so language in this report will not assume the veracity of the complaint, but will speak to what behavior was reported. The most common reported behavior was sexual assault, including penetration or sexual touching without consent. 38 complainants reported experiencing behavior which may have constituted sexual assault. The second most numerous complaint was reports of potential Sexual Harassment with 25 reports. Next was Relationship Abuse, including potential Dating Violence or Domestic Violence with 17 reports. Last were reports of potential Stalking, with 11 reports.



Unsurprisingly, there was a negative impact on retention of those students who reported experiencing an incident of sex discrimination. Of the 91 complainants, 63 returned the following year: giving an overall persistence rate of 69.23% for complainants of potential sex discrimination. This number is significantly lower than the overall population. Additionally, when looking at the GPA of complainants, there was an average decrease of -0.45 to the GPA of the complainant the two semesters following a disclosure.

Impact of Title IX Process on Retention

The largest predictor for attrition after reporting potential sex discrimination is the complainant's year in school. The majority of students who did not persist the year following the report of potential sex discrimination were freshmen (18). This meant that freshmen persisted at a rate of 55%. Sophomores fared better, with a persistence rate of 69.23%. Juniors and seniors each lost only 1 student, which meant a larger percentage for seniors as there were only 4 complainants who were seniors. All of the complainants who were grad students persisted to the following year. This finding isn't surprising, given the greater commitment to the institution that students have made as they progress from year to year. Additionally, this trend matches the overall trends of retention for the University.



There was a significant increase in the persistence rate for those who attended an intake meeting, versus those who declined to attend the meeting. 56 of the 91 complainants attended an intake meeting with the Title IX Coordinator, or designee. Of that group, 76.79% (43) persisted to the following year. Of those that did not attend this intake meeting (35), only 57.14% (20) persisted to the following year. This trend was even more significant for freshmen students. Freshmen who attended the intake meeting (20) persisted at a rate of 70%, which is consistent to what we see from other cohorts throughout recent years. Freshmen who did not attend this intake meeting (20) persisted at a rate of only 40%.

	Total	Persisted	Freshmen	Sophomores	Juniors	Sen/Grad
Intake	56	43 (76.79%)	14 (70.00%)	12 (63.16%)	5 (100.00%)	7 (100.00%)
No Intake	35	20 (57.14%)	8 (40.00%)	6 (85.71%)	6 (85.71%)	0 (100.00%)
Total	91	63 (69.23%)	18 (55.00%)	18 (69.23%)	11 (91.67%)	7 (87.50%)

A second look was taken at attrition based on the type of complaint filed: Relationship Abuse, Sexual Assault, Sexual Harassment, or Stalking. Complainants who reported potential incidents of Stalking had the largest challenges to persistence, with only 63.63% persisting to the next year. Next lowest was Sexual Harassment with 68.00%; then Sexual Assault with 68.42%. The group reporting the highest persistence percentage was those who reported Relationship Abuse with 76.47% persisting to the next year. In looking at the impact the intake meeting had on persistence, we noticed that for all but Stalking, the intake meeting had a positive impact on persistence. The numbers for Stalking were so low; however, it is difficult to draw meaningful conclusions about this impact. One stark observation was the impact on those who reported Sexual Harassment. While all forms of Sex Discrimination can cause trauma, and a negative impact; most would agree that due to the nature of the behavior, Sexual Harassment would probably be the least invasive, and potentially the least traumatic of the four forms of Sex Discrimination evaluated. Those who did not attend the intake meeting; however, persisted at a rate of only 37.50%, showing that this connection seemed to have the highest impact on this group.

	Complaints	Attrition	Persistence	No Intake	Attrition	Persistence
Relationship Abuse	17	4	76.47%	10	3	70.00%
Sexual Assault	38	12	68.42%	14	5	64.29%
Sexual Harassment	25	8	68.00%	8	5	37.50%
Stalking	11	4	63.63%	3	1	66.67%

In exploring the impact on GPA, we saw a surprising reaction. There was a negative impact with both those who attended an intake meeting, and those who didn't. The complainants who attended the intake saw a decrease on average of -0.50, compared with a decrease of -0.35 for those complainants who did not attend the intake meeting.

Explore Possible Actions Based on Assessment:

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

There are a lot of variables that can't be controlled with this assessment that make it difficult to prove that the intake meeting has the impact that it appears to have on the retention of Complainants after their disclosures. It is, for instance, completely plausible that rather than having an impact on retention, the intake meeting is an indicator of a complainant's likelihood to retain, meaning that these decisions have been made independent of any intervention done by the Title IX Office. That being said, the numbers are too significant to ignore.

The first possible action is to include more academic resources, and to be more intentional about talking about academic success with complainants who attend the intake meeting. Outreach to Karen Royster James in the Academic Support Center could be incredibly beneficial in ensuring that those who attend the intake meeting are able to be successful. Additionally, we are going to charge an intern in our office with outreach after an incident has been resolved through an investigation and potential Student Conduct referral to ensure that any additional referrals can be made. Particularly as we move to have a greater number of complainants attend these preliminary meetings, we need to ensure that the meetings serve the students in their strides to remain successful.

A second initiative to be taken is to remove any potential barrier to this meeting, particularly with freshmen complainants, and those reporting Sexual Harassment. One example being pursued this Fall is to partner with Housing to have the intakes happen in the Hall Director's Office, rather than asking them to come down to the University Center. Additionally, efforts will be made to tie in these meetings with other follow up that Hall Directors are doing with the complainant after an incident is reported. This will hopefully mean that there will be less overall meetings that complainants need to attend. Although not all complainants live in the Residence Halls, this will most likely impact the most vulnerable group: Freshmen. Additionally, if complainants do not attend or respond to attempts to schedule a meeting: partnering with Housing, and the Weekend Review Team to seek additional outreach may be important to help provide some type of connection, even if that connection is not with the Title IX Office.

Part III: Next Year (2017-2018)

What continuing or new assessment activities are you targeting next year (2017-2018)?

The Campus Climate Survey is slated to be conducted again this year, and will provide a lot of opportunity for assessment both on delivery, as well as the impact on awareness of the Title IX Coordinator and process. Additionally, a Social Work intern has been placed in the Title IX Office for the 2017-2018 Academic Year. This intern, among other responsibilities, will be providing outreach to complainants from previous semesters for further referral and case management. These outreach meetings will provide additional information from those who have connected with the Title IX Coordinator, and potentially those who have not to determine what can be improved upon to ensure that their needs are being met.

University Center

Submitted by: Mark Schuelke

Part I: Last Year (2015-2016)

What changes did you make as a result of last year's assessment (2015-2016)?

Assessment of services during last year's conferences, we evaluated two areas of concern from the customer. The first being tables stored in the Founders' Room during events, and the second concern was technology in our conference spaces.

We decided to remove the tables in the Founders' Room during events whenever possible and put in the event space or on the Main Street. As for the technology, we upgraded our audio system, floor boxes in the event space, and purchased laptop computers for our smaller conference rooms.

Part II: Current Year (2016-2017)

What are your Assessment Highlights for the current year (2016-2017)?

<u>Assessment Area (1 of 1): University Center Student Staff Training</u>

Question: What are you assessing?

The University Center conducts student staff training at the beginning of fall and spring semesters. During the spring semester training, we focused on Emergency Preparedness. At the end of the training, our Night and Information Managers developed a Sorry game to help educate the staff on University Center policies and building emergency preparedness. After the team building exercise was over, we asked the staff to provide feedback through an evaluation survey of the training.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Student Learning Outcomes

Strategic Goal Category:

Question: What strategic goal category does your assessment initiative fall under?

- Enhance their degree of engagement and sense of belonging

Assessment Results:

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

The following are responses to survey questions that were asked of our student staff upon completion of student staff training.

1. Do you feel the emergency preparedness information was applicable to your job?

    a. This information helps student mangers keep everyone safe
    b. This helped me know what my position is responsible for in an emergency situation
    c. Everyone needs to be on the same page

2. Do you feel the UC Preparedness presentation was helpful in preparing you for a potential emergency in the UC?
    a. It taught me to know when to act and how to act
    b. Did not have prior knowledge of emergency preparedness before the presentation

3. How did training help you to have greater pride in the UC, your position, and in your job?
    a. It reassured me that my position in the UC is vital to the operation and that the staff is friendly, competent and helpful
    b. It made me feel more confident in knowing how to handle situations
    c. Overall, it proved I am fortunate enough to work with a great team of people and in an amazing facility

Explore Possible Actions Based on Assessment:

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

The last questions asked of the spring training participants was, what would you add to training that was not covered. The following are some of the suggestions we will add to fall 2017 training:

- Review how to use technology and troubleshoot for all staff
- Cross training of positions
- How to handle tough interpersonal situations and/or business conflict

Part III: Next Year (2017-2018)

What continuing or new assessment activities are you targeting next year (2017-2018)?

The University Center will continue to assess our student training and conference services so that we are meeting the needs of our customers to the facility.

University Recreation

Submitted by: Cinthia Vander Sloot

Part I: Last Year (2015-2016)

What changes did you make as a result of last year's assessment (2015-2016)?

Last year's assessment showed that the Student Recreation Center was viewed by users as being old and run down, in need of a renovation and new equipment. With our equipment budget, we purchased much needed replacement pads for various pieces of equipment, two new cardio bikes, and five new weight benches. The Student Recreation Center is also undergoing a renovation to start this fall (not the result of last year's assessment).

Part II: Current Year (2016-2017)

What are your Assessment Highlights for the current year (2016-2017)?

Assessment Area (1 of 1): Identification of Transferrable Skills

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

This year our focus is on our department's student leader's acquisition of transferable skills as identified by the National Association of Colleges and Employers. We asked our students in leadership roles (Building Manager, Member Services, Office Assistant, and Intramural Supervisors) to articulate how their employment with University Recreation has assisted in the development of these skills: teamwork/collaboration, critical thinking/problem solving, oral/written communication, information technology application, leadership, career management, professionalism/work ethic. This information was collected in written form via a questionnaire.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Student Learning Outcomes

Strategic Goal Category:

Question: What strategic goal category does your assessment initiative fall under?

- Create opportunities for intentional student engagement. We do this through learning and leadership opportunities for our student staff.

Assessment Results:

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

Because we asked the students to articulate how their employment experience with us helps them attain competencies that assist them with a successful transition into the workplace, the feedback is thoughtful and meaningful. The student leaders in our department practiced communication skills to concisely state how their learning connected to their employment. Verbally, some students communicated that they didn't realize the skills they attained through work with us until they did this assessment. Their thoughts are below.

Teamwork/collaboration

- I have learned to lean on others and allow others to lean on me; the relationships and friendships that many of the Rec Center employees have are very strong; we are a team; the Rec Center is all about the Teamwork approach; we have to work as a team to ensure that the facility runs efficiently and correctly; we have to build a relationship with patrons for them to know that they matter to us and we want to help them in any way we can; we are encouraged to ask questions.

Critical thinking/problem solving

- Critical thinking is used every day at work to handle emergencies calmly and think through them clearly; to analyze situations and use judgement to make decisions; to overcome and solve problems; you never know what will happen during your shift and we need to be able to think quickly; we handle difficult situations when the professional staff isn't available.

Oral/written communication

- Communication in all forms is a large part of our student staff's work shifts in the following ways: meetings and training sessions to discuss the daily operations of the SRC; clear and concise written communication is used in all communication logs to update staff and relay important information; verbal communication with everyone that comes through our doors; communication to allow the facility to run smoothly; I have developed stronger public speaking through communication with patrons; knowing how and when to approach an upset patron.

Information technology application

- We use many different programs and forms of technology for the variety of tasks: selling and renewing memberships and lockers, day pass sales, inputting patron information, rentals, work orders, waivers; using different technology and programs has sharpened my technological skills.

Leadership

- Many staff training sessions are led by student staff which definitely enables them to practice their leadership skills through coaching new student staff; we have learned to delegate when appropriate; we use interpersonal skills with staff and patrons when making hourly rounds of the building; we enforce rules; we take charge and responsibility during emergencies.

Career management

- Being able to communicate orally or written with my coworkers is a very important characteristic to be successful in my career; I have made substantial professional growth and am able to correctly identify my strengths in the work place; I will use experience from UREC for interviews; I will need to be an exceptional leader while still being able to work as a team and problem solve; I know to look at my own strengths and weaknesses, knowledge, and experiences and use them to always better myself.

Professionalism/work ethic

- The Rec Center does not allow phones, laptops, books, or any other distracting activities in the designated work areas for each position; I make sure for every shift I work to show up on time; always have a smile on our face to welcome patrons; call ahead if we are going to be late; responsible for finding coverage for shifts; show up early and work for others in need; protect our work image along with UREC image.

Explore Possible Actions Based on Assessment:

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

A goal of our department is to assist students with their ability to articulate what skills they acquire through employment and connections with us. This assessment shows that our students not only learn a lot while working with us, but they also can articulate what they've learned. They understand the importance of these skills and how they are transferrable to their future career.

Part III: Next Year (2017-2018)

What continuing or new assessment activities are you targeting next year (2017-2018)?

Because we employ many students, it is important to continue to assess learning outcomes. We would also like to add an assessment component that explores the strategic goal initiative of creating opportunities for intentional student engagement through intramural and club sports.