



FERRIS STATE UNIVERSITY

FERRIS FORWARD

Division of Student Affairs

2019-2020 Assessment Highlights

September 2020

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INTRODUCTION

Through support of the Student Affairs Assessment Committee, the Division of Student Affairs assessment efforts continue to thrive. 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 and three main assessment goals.

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

Student Affairs Assessment Goals:

- Monitoring student usage of division programs, services, and facilities.
- Identifying needs of students as well as satisfaction with programs and services offered.
- Determining educational and personal outcomes associated with Student Affairs programs.

Ferris State University will host its next reaffirmation of accreditation visit from the Higher Learning Commission (HLC) during the 2020-2021 academic year. The formal recognition of the quality of an educational institution is important to Ferris and to the Student Affairs Division. Dr. Jeanine Ward-Roof, Vice President of Student Affairs, has empowered and challenged the Division to connect our assessment initiatives to one of the five criteria for accreditation. The HLC Criterion and core components are as follows:

- **Criterion 1. Mission:** The institution's mission is clear and articulated publicly; it guides the institution's operations.
- **Criterion 2. Integrity: Ethical and Responsible Conduct:** The institution acts with integrity; its conduct is ethical and responsible.
- **Criterion 3. Teaching and Learning: Quality, Resources, and Support:** The institution provides high quality education, wherever and however its offerings are delivered.
- **Criterion 4. Teaching and Learning: Evaluation and Improvement:** The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.
- **Criterion 5. Resources, Planning, and Institutional Effectiveness:** The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

The following are highlights of the assessment initiatives from the Division of Student Affairs for the 2019-2020 academic year:

Admissions (Orientation & Student Events)

Part I: Last Year (2018-2019)

What changes did you make as a result of last year's assessment (2018-2019)?

This year, we intended to make a few changes for improving our events; however, COVID-19 resulted in many different changes having to occur. For example, we intended on transitioning to more Junior-friendly content during the spring Dawg Days event; however, our spring semester events all went virtual. Our virtual Explore Ferris Live and Admitted Student Live series filled the roles of our Admitted Student Open House and Dawg Days events.

Similarly, while it would have been nice to learn more about specific interactions between orientation leaders and our incoming students, the switch to online orientation resulted in a completely different model. We will discuss what these findings look like in Part II.

Thankfully, the Subscription Box Mailing Service was still able to be implemented prior to the pandemic. The items contained in the mailers were very similar from previous years, with some additional items donated collaboratively from other departments. The box was updated to adhere to the 160/90 Ferris Brand Standards.

Part II: Current Year (2019-2020)

What are your Assessment Highlights for the current year (2019-2020)?

Assessment Area (1 of 2): Subscription Box Mailing Service:

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

This year, we continued the Subscription Box Mailing Service initiative as a way to begin to engage students after acceptance and prior to attending orientation. In mid-January, we sent an email to our accepted students inviting them to participate in our Subscription Box mailing service. This service was free of charge to the student, and they received a subscription box in March. The gifts sent were as follows:

- A branded Ferris mailer box, reusable for graduation cards during a high school graduation party
- A Ferris State laundry bag
- A Ferris knit hat
- A set of Bulldog socks
- A Ferris mini-frisbee from the disc golf team
- A University decal

- A letter from the Dean of Enrollment Services and Director of Orientation welcoming them to campus and explaining the items in the giftbox

After students received the gifts, we sent an email survey to them asking for their feedback on the program, and used the email as an opportunity to remind the students to sign up for orientation if they had not already done so.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Customer Satisfaction

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Mission
- Resources, Planning, and Institutional Effectiveness

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 975 students receive the subscription box. This is essentially flat with the 973 that participated in 2019. As of August 21, 2020, 487 (49.95%) students completed online orientation and still had active applications. In 2019, 493 (52.17%) students who received the subscription box attended orientation. While this is slightly an ‘apples to oranges’ comparison, it is the closest datapoint available.
- 2) **Customer Satisfaction-** We sent out an email survey to 967 of the students, an increase of 98 from last year. Of these, 286 (29.58) students completed a survey emailed to them regarding their experience with the subscription service. Although this is an 11.84% decrease in responses from the prior year, the surveys and boxes started arriving the same week in March that everyone started to work and participate in remote learning due to the pandemic. It is possible that less students submitted survey responses due to change in their current situational priorities.

These students were asked to rate the gift they received each month on a scale of 1 (poor) to 5 (outstanding). The ratings are as follows:

- Initial Impression of the Box used for the mailing: 4.7 out of 5 (0.06 decrease from 2019)
- Decal: 3.83 out of 5 (0.13 decrease from 2019)

- Socks: 4.43 out of 5 (flat with 2019)
- Laundry Bag: 4.29 out of 5 (0.12 increase from 2019)
- Knit Hat: 4.78 out of 5 (0.02 decrease from 2019)
- Overall, how much did you enjoy the subscription service: 4.67 out of 5 (0.07 decrease from 2019)
- How likely are you to attend Ferris: 4.46 out of 5 (0.01 increase from 2019)

When looking at the qualitative feedback, there are some very emotional and extremely positive comments left about what a great experience it was and how it made students excited to come to campus. The only additional feedback to share was that there were many requests for a T-shirt.

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?

When reviewing the participation data, it became clear that it was very difficult to draw conclusions on how the subscription service impacted a student completing orientation given all of this year's extraneous variables with COVID-19. Additionally, last year we made comparisons of subscription box receivers with their tendency to visit campus. As most visit opportunities were cancelled this year, it did not feel appropriate to make these types of comparisons.

Regarding the customer satisfaction metrics, we have two years' worth of data that is very consistent despite rebranding efforts. It is possible and in line with last year's conclusion that the subscription service may be the cost acquisition for the students we yield from the marketing initiative. If the initiative is repeated this year, it may be worth including a T-shirt and inquiring about sizing in the registration form given visitation programs and high school visits may be limited. This could give us an advantage on building Ferris pride while recruiting from a distance.

Assessment Area (2 of 2): Orientation:

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

The orientation process for students enrolling in Fall 2020 semester drastically changed due to the COVID-19 pandemic. The initial plan was to have students on-campus and provide a wonderful experiential visit to campus. After over a thousand students had signed up, we had to pivot and announce that all students incoming for Fall 2020 would be participating through an asynchronous approach. This resulted in a complete overhaul of the ferris.edu/orientation website and included a list of additional resources. We navigated all students through our state-of-the-art online orientation system hosted by Advantage Design Group (ADG); one in which we were fortunate enough to have implemented a couple years ahead of any peer institution. After students completed online orientation and the Title IX module beginning in mid-May, the academic colleges were notified. Advisors would then reach out to students via phone, text, and/or email to schedule appointments for class registration. This was also complemented by numerous call

campaigns. As a positive byproduct to the shift, all students this year received one-on-one advising, whereas typically it was group advising for all except for General Studies students.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Customer Satisfaction

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Mission
- Teaching & Learning – Quality, Resources, and Support
- Teaching & Learning – Evaluation and Improvement
- Institutional Effectiveness, Resources, and Planning

Assessment Results:

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

The data is compiled from ADG analytics in our online orientation system, class registration data, and from a survey students complete after completing online orientation, but before registering for classes.

- 1) **Participation-** Based on process differences between our online orientation and on-campus orientation models, participation numbers have different meanings. For example, when a student attends on-campus orientation, their number was recorded as ‘attended’ regardless of if they cancelled their application a month later. This year, only students with active applications are included in the online orientation numbers. This gives us the best pulse on the student population for fall 2020.

As of August 21, 2020, there are 2070 active FTIAC and transfer students that have completed online orientation for the fall 2020 semester. Of these, there are still 106 (5.12%) that need to be registered for classes. There are 69 additional students who completed the online orientation for fall 2020 semester who have cancelled their application. These numbers will continue to develop through fourth day count (September 3, 2020). Of the 2070 active, 535 are transfer students and 1535 are incoming freshman.

In comparison to fall 2019 semester, we had 2133 students attend on-campus orientation, which equated to 2032 enrolled after inactive students were removed. Online orientation for fall 2019, which was limited to transfer students, had another 314 students of which

265 enrolled. Combined for 2019, there were 2303 students enrolled through the orientation process of the 2459 total attended (93.7%).

- 2) **Customer Satisfaction-** All students going through online orientation were given the opportunity to complete a survey at the end of the online orientation module. Of the 2139 (active and inactive) students that completed the online orientation process, 1496 (69.94%) completed the survey. Of those that completed the survey, 73% were freshman and 27% were transfer students. Their feedback is as follows:

- Satisfied with the online orientation experience: 4.37 out of 5
- Feel prepared to be a student at Ferris: 4.07 out of 5
- Online orientation portal is user-friendly and easy to navigate: 4.62 out of 5
- My needs/concerns were addressed: 4.19 out of 5
- Net promoter score (scale of 0-10): 46% promoters (9-10), 36% passives (7-8), 19% detractors (0-6, with most being 5-6)
 - This compares to the 2019 on-campus orientation net promoter score of 70% promoters, 26% passives, 4% detractors out of the 419 respondents

The qualitative comments show that the vast majority were extremely positive (i.e. "everything was great!;" "the online orientation made me feel more interest in Ferris State;" and "very well organized and helpful"). A personal favorite is the following response: "I love this university and all the resources it provides for us students to have the best experience possible!" Negative comments included not understanding why there was still an \$80 fee. We communicated with these students to explain the purpose of it was to fund the online orientation platform, orientation wages/expenses, and perhaps the most important reason to them, to fund Bulldog Beginnings. After the explanation, most understood and the conversations often led to ways to get involved when returning to campus. Additionally and understandably, some students still had a multitude of questions related to the COVID-19 pandemic.

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 for the information above, it is apparent that much of it serves as both a benchmark as well as an anomaly. This is the first year we have offered online orientation to freshman students. While many students missed the interactive component, there are some avenues to explore here. For example, when we return to on-campus orientation, it would be advantageous to offer our out-of-state students the option to participate in online orientation so they could register for classes along with their peers instead of waiting until late orientation.

While online orientation will never be capable of replacing the connections and community built

during an on-campus orientation experience, the data collected this summer proves that it is possible for an incoming class to learn more information through this resourceful platform as a way to potentially supplement our on-campus experience in the future. In-person visit programs may look different in the future; however, we may be able to supplement a knowledge component utilizing this platform while connections are directly built in on-campus programming.

In the future, I think it would be beneficial to explain to students upfront what the \$80 orientation fee covers since it is not a part of their tuition, and it covers more of their experience beyond only the orientation process.

The process this year indicates that we are missing data following course registration. To accommodate the missing data, a survey could be sent to all enrolled students asking them to share their class registration experience and see how the online, one-on-one model compares to on-campus group advising in colleges. The lower score may be explained by the students' needs that were not addressed prior to advising and obtaining classes at the time they completed the survey.

Part III: Next Year (2020-2021)

What continuing or new assessment activities are you targeting next year (2020-2021)?

Moving forward, we are looking at continuing assessments for virtual visitation programs, online orientation, and the subscription service if continued. As processes continue to be nimble and flexible with the needs of our students and the pandemic, much of our data collection and assessment will have to shift to match the demand.

Admissions (Process & Recruitment)

Part I: Last Year (2018-2019)

What changes did you make as a result of last year's assessment (2018-2019)?

Last year we assessed a test-optional pilot program initiative, The Ferris Option. Over time, there has been a change in the landscape of higher education regarding students' persistence based on test scores and grade point average. There has been a nationally growing trend of universities reviewing students' achievements beyond test scores. Test optional has expanded at an exponential rate based on COVID-19 and the lack of testing opportunities. Though many students sent their SAT/ACT scores to Ferris, this did not impact their admissions decision. Our founder, Woodbridge Ferris, firmly believed that every person deserved an opportunity, and the Ferris Option lives up to that motto. Evaluation of the Ferris Option will continue over the next 3-5 years with a shift from the admissions policies to a focus on the retention of the Ferris Option students.

Part II: Current Year (2019-2020)

What are your Assessment Highlights for the current year (2019-2020)?

Assessment Area (1 of 1): Parent/Family Member Engagement:

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

The assessment conducted this past year focused on a new parent/family engagement initiative. Over the past five years, we have noticed a change in our parent outreach and inclusion in the campus community. Yes, parents are influencers and have been for years, but in recent years their relationships have grown to be involved in the decision-making process, including the financial decisions made by/for the student. Parents want to be well informed of the life the student is going to experience on campus. We started our parent engagement initiative with our Bulldog Family and Friends (BFF) event in 2017. Over time it has grown to include an organically built Ferris State University Parent Page, Parent Portal to answer questions for parents, and monthly newsletters with updates and information regarding the campus community.

The programming and communication are directed at all parents of admitted applicants and includes current first-year students through graduate students. Multiple forms of communication help build and foster a relationship with the students and parents before and during their time on campus. Also, it can ensure transparency for the student and parent. When conveying messages, the themes that arise to the forefront are meeting the parents where they are and showing timeliness. This has become a conventional higher education practice, where many campuses have dedicated staff to lead and initiate parent engagement. Our goal is to have parents participate in the Ferris community early into the student's cycle.

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

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Mission
- Integrity – Ethical and Responsible Conduct
- Teaching and Learning – Quality, Resources, and Support
- Teaching and Learning – Evaluation and Improvement
- Resources, Planning, and Institutional Effectiveness

Assessment Results:

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

Ferris State University Parent Facebook Group

The page developed by two parents in October 2019 has grown from the initial group of 30 members to over 250 members in over two months. The group intends to have parents help parents, with little direct oversight from the university. Parents need information at a high rate of speed, so the Facebook page helps accommodate parents' knowledge promptly. Also, having a staff member from Enrollment Services be a liaison to the group, has helped build relationships with parents and answer questions and concerns. A parent, Mary H., wrote the following message, "I am writing to you as the FSU liaison on the parent FB group (And doing a great job, BTW)." This feedback page has developed a form of trust between the parent and the university. The organic nature allows for information to flow freely and gives the university insight into the parent's perspective.

Bulldog Parent Portal

By using some of the collected information in a parent guide developed by a student, and with knowing the success of the orientation portal, a parent portal was added and expanded to complement the other portal options. In collaboration with the Director of Orientation, the

parent portal became a beneficial addition to help guide parents through the processes their students were going through, and created a one-stop informative outlet. Parents are interested in a consistent formatted location for information, and the portal satisfies that need. Also, the parent can return to various modules as needed.

The Parent Online Orientation portal has had 753 parents start the modules. Parents are not required to complete every module; however, 32 % (241) completed all of them. The volume of use clearly showed the need and interest by parents.

Bulldog Family & Friends (BFF)

To guarantee success of the BFF program, all campus communities, students, faculty, and staff were involved. The timeline began with the development of a committee in early May, and continued by meeting once a month until mid-September, when we started to meet once a week. The previous years helped build a strong foundation to help gain momentum for this year. We expanded the availability of events to coincide with the Big Rapids community Fall Harvest weekend and the Center of Latin@ Studies family event. Collaboration occurred across campus and with the broader community. The goal of this program was to work together to bring families to campus. Some fundamental changes included having both hockey and football games during the weekend, coinciding with the Harvest Festival (which included a 5k), heavy advertising on multiple platforms, and just the right balance of fun non-obligated events.

Target X events in the CRM tool Salesforce was utilized for students and family members to register, using the university website. The program became available for registration in June and continued until the day of the event, with the highest volume of registrants to register two weeks before the event.

There was an increase in the number of participants by 55 % (+196) in students and 53% (+890) in total attendees from 2018. Below are the comparisons year to year

2019 BFF

Expected: 675 students, 3154 total registrants

Attended: 554 students, 2568 total attendees

2018 BFF

Expected: 495 students, 2331 total registrants

Attended: 358 students, 1678 total attendees

In the future as a way to improve, we would like to have ticket purchasing available at registration through the help of technology. We would also recommend reserving the availability of more housing for the weekend, including camping areas, hotel room blocks, and possible Airbnb/VRBO opportunities. COVID-19 required us to cancel the event for Fall 2020, but we will focus on an alternative plan to keep parents engaged with the campus community.

Bulldog Parent Newsletter Website Landing Page

The Parent website landing page has seen an increase of visitors over the past year. The data below shows the number of visitors and the time spent on the page.

Bulldog Parent

July 1, 2019 – June 30, 2020

There were:

- Visitors: 7,299
- New Visitors: 335
- Page Views: 12, 848
- Unique Page Views: 9,272
- Entrances: 1,149
- Exit Rate: 16.4 %
- Average Time on the Page: 54 seconds
- Average Load Time: 1.70 seconds

Last 30 days as of August 10, 2020

There were:

- Visitors : 807
- New Visitors: 17
- Page Views: 1,506
- Unique Page Views: 996
- Entrances: 81
- Exit Rate: 14.7 %
- Average Time on the Page: 53 seconds
- Average Load Time: 2.07 seconds

Additionally, the monthly newsletter was designed to go beyond just an informational piece. It was developed to give parents various perspectives, sharing stories and experiences through other parents' perspectives, and included a Q&A area from Housing, Birkam Health Center, and Admissions.

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?

To improve in the future, the committee will work to create a survey that will be sent to parents that will allow for us to better understand their needs and to ultimately assist in continuing to share family/parent information.

Part III: Next Year (2020-2021)

What continuing or new assessment activities are you targeting next year (2020-2021)?

Next year the assessment activities will be dedicated to first generation students and the impact that university activities has n their persistence to graduate.

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

Part I: Last Year (2018-2019)

What changes did you make as a result of last year's assessment (2018-2019)?

Birkam Health Center highlighted two areas for assessment last year. The first was utilization of Online Scheduling in the Healthy dog portal. This was the first year this utilization tool was utilized for a whole academic year (minus the Covid-19 pandemic closure). In the 2018-2019 academic year, online scheduling was utilized 25% of the time for patients to make an appointment. This year, 29 % utilized the online scheduling tool. We have also advanced this online tool for patients to be able to fill out necessary past medical history forms and consents forms from the Healthy Dog Portal. The second was the measurement of students seeking services at BHC for Attention Deficit Disorder (ADD/ADHD) and comparative data for students seeking services at PCC as well. We made changes to our standard of care in requiring visits from these patients every three months vs every six months. This will ensure proper use of a controlled medication and effectiveness of the medication. We are also utilizing urine drug screens (UDS) to ensure compliance and reduce the likeness of a patient diverting their medication.

The Personal Counseling Center highlighted one area major change last year in the implementation of the Stepped Care Model. To assess the effectiveness of this change, we tracked overall utilization of counseling services as well as attendance in our first two counseling group offerings. We found that utilization of services continued to increase. During the 2019 academic year, client volumes increased by 21%. We created and offered our first two therapy groups. One group focused on female students and covered topics including perfectionism and strength-based concepts. The group ran from October 2018 - November 2018 and had 27 interactions with students. We also created an RA support group that ran weekly throughout the 2019 academic year focusing on strengths, community building, and support for our Resident Advisors. This group had 107 client interactions.

Part II: Current Year (2019-2020)

What are your Assessment Highlights for the current year (2019-2020)?

Assessment Area (1 of 1): BHC Streptococcal Testing:

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

We assessed the number of students who presented with pharyngitis (sore throat) who were appropriately tested for streptococcal and diagnosed with streptococcal pharyngitis or tonsillitis.

This data was collected in Medcat EHR using an electronic reporting system which calculates number of patients diagnosed with viral pharyngitis vs. streptococcal pharyngitis/tonsillitis that would require antibiotic treatment.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation / Capacity Management (Number of participants, etc.)

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Teaching and Learning – Evaluation and Improvement

Assessment Results:

Question: What evidence and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

We learned that our health clinic is properly managing patients and antibiotic usage by conducting streptococcal testing of patients that have 2/3 cardinal symptoms of streptococcal pharyngitis. We do this by utilizing the American Academy of Family Physicians diagnosis and treatment of streptococcal pharyngitis algorithm. The cardinal symptoms are:

- Fever
- White exudate on tonsils
- Enlarged cervical lymph nodes

Of the 85 diagnoses of acute pharyngitis in 2019-2020 (excluding nasopharyngitis or upper respiratory infection), 52 were tested for streptococcal and 7 were found to be positive for streptococcal. This finding keeps cost of testing down and limits unnecessary use of antibiotics and cost of prescription drugs for our 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?

Use of an antibiotic for a viral illness leads to antibiotic resistance so continuing to use screening criteria of testing for streptococcal when a patient presents with 2/3 findings helps reduce the number of times an antibiotic is inappropriately given to a patient. This ensures our providers are being good stewards of antibiotic prescribing. In turn, with less antibiotic resistance in our community, our community is healthier overall with higher sensitivity to antibiotics.

Assessment Area (1 of 2): PCC Overall Client Utilization:

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

We assessed the overall client utilization in the Personal Counseling Center. We measure this using Mediat EHR and specific reporting systems within the program. We want to measure overall volumes of clients to know our impact across campus.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation / Capacity Management (Number of participants, etc.)

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Teaching and Learning – Quality, Resources, and Support



Assessment Results:

Question: What evidence and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

We continue to strive to provide effective, high quality, and easily accessible mental health care to all our students. We are able to continue to offer these services free of cost which eliminate a significant barrier to students seeking services. Students can access services quickly, typically meeting with a counselor for an intake appointment within a week of requesting services. This year's numbers were impacted largely by the COVID-19 outbreak and subsequent operational shift to online learning. The numbers still show that these services are being utilized by students in a significant way. Based on our assessment data, our overall utilization rate was trending similar to the usage rate in the 2019 academic year until March (spring break) when demand for services was disrupted.

Dates	AY17 (8/29/16-5/12/17)	AY18 (8/28/17-5/4/18)	AY19 (8/28/18-5/10/19)	AY20 (8/26/19-5/8/20)	FY17 (7/01/16-6/30/17)	FY18 (7/1/17-6/30/18)	FY19 (7/1/18-6/30/19)	FY20 (7/1/19-6/30/20)
Client Volume	2072	2364	2979	2092	2221	2585	3268	2352
Change in Year (%)		12% ↑	21% ↑	42% ↓		14% ↑	21% ↑	39% ↓



	Prior to Spring Break	First 2 Weeks of Fall Semester
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	Spring 2019 (1/14/19-3/9/19)	Spring 2020 (1/13/20-3/7/20)	Fall 2019 (8/26/19-9/6/19)	Fall 2020 (8/31/20-9/11/20)
Client Volume	542	597	102	69
Change in Year (%)		9% 		48% 

Assessment Area (2 of 2): PCC Therapy Groups:

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

We assessed participation in our expanding offering of **therapy groups** including coping skills, general anxiety, depression, general support, Resident Advisor support, and test anxiety. Data was obtained using Mediat EHR and specific reporting systems within the program.

	AY19 (8/27/18-5/10/19)	AY20 (8/26/19-5/8/20)	FY19 (7/1/18-6/30/19)	FY20 (7/1/19-6/30/20)
Client Volume	146	93	146	93
Change in Year (%)		57% 		57% 

Prior to Spring Break				
	Fall 2018 (8/27/18-12/14/18)	Fall 2019 (8/26/19-12/13/19)	Spring 2019 (1/12/19-3/6/19)	Spring 2020 (1/13/20-3/7/20)
Client Volume	63	87	39	6
Change in Year (%)		28% 		85% 

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation / Capacity Management (Number of participants, etc.)

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Teaching and Learning – Quality, Resources, and Support

Assessment Results:

Question: What evidence and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

The PCC expanded its group offering in the 2020 academic year, adding four new groups as well as a test anxiety workshop, bringing our overall group offering to six unique counseling groups. The new groups included a coping Skills group, a general support group for clients, and topical groups for anxiety and depression. The groups had a total of 95 client interactions from 8/26/19 - 3/7/20. The PCC groups were halted after that point due to the COVID-19 outbreak.

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?

Our goal for expanding our group offerings was to continue to increase access to care for our students. To that end we were successful as all of our groups were utilized by at least one student. Since offering group therapy is relatively new on the Ferris campus, we had challenges referring and increasing membership in some of these new groups. We found that with some existing clients who were accustomed to individual counseling, attending a group environment caused some anxiety. As the year progressed, the staff started to find more effective ways to populate these groups. Unfortunately, the progress we started to make building these groups stalled with the COVID outbreak.

As we move into the 2021 academic year, we will have to adjust and explore the best ways to offer groups virtually. We will also have to experiment to find the best ways to market these groups to students.

Part III (Next Year)

What continuing or new assessment activities are you targeting next year (2020-2021)?

Birkam Health Center: For the next academic year, we will focus our efforts on mental health with continually assessing the PHQ-9 with each visit. This questionnaire consists of nine targeted

mental health questions each student fills out regardless of their appointment reason. Putting mental health at the forefront ensures that the patient is motivated to care for their physical needs.

Personal Counseling Center: Our data collection from the Personal Counseling Center will come from the adjustments made to our operations and procedures due to COVID-19 guidelines. We will measure utilization rates and best ways in which to offer tele-health treatment.

Center for Leadership, Activities and Career Services (CLACS)

Part I: Last Year (2018-2019)

What changes did you make as a result of last year's assessment (2018-2019)?

We assessed three programs last year and made the following changes based on the assessment results.

1. Fridays at Ferris – Attendance was low at these events so the CLACS team compared the Friday scheduled programming events during the academic year, which were planned for a minimum of 2 per month based upon other weekend programming, lowered the amount of movies showed, increased the RSO collaboration for activities, and improved advertisements.
2. Skill development in RSO leaders – Last year we discovered the opportunity with our RSO leaders who requested more leadership training. We added leadership book clubs to our list of activities. These were small groups but very well received. In the 2020-2021 year, we are adding an RSO leader academy to our list of educational programming.

Part II: Current Year (2019-2020)

What are your Assessment Highlights for the current year (2019-2020)?

Assessment Area (1 of 3): Bulldog Connect:

Submitted by Nicholas Smith

Question: What are you assessing?

We are assessing the usage, satisfaction, and attendance data of the new co-curricular engagement platform called Bulldog Connect, which is powered by Presence. The platform is used for Registered Student Organization profiles, tracking events and attendance, and recording service hours. We will review to see if students are using the system, if it is user-friendly, and if the new data we have available can improve our knowledge about the co-curricular engagement of our students.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction/Customer Service
- Demographics
- Usage

- Student Engagement

HLC Criterion:

Question: *What HLC criterion and core component does your assessment initiative fall under?*

- Institutional Effectiveness, Resources, and Planning

Assessment Results:

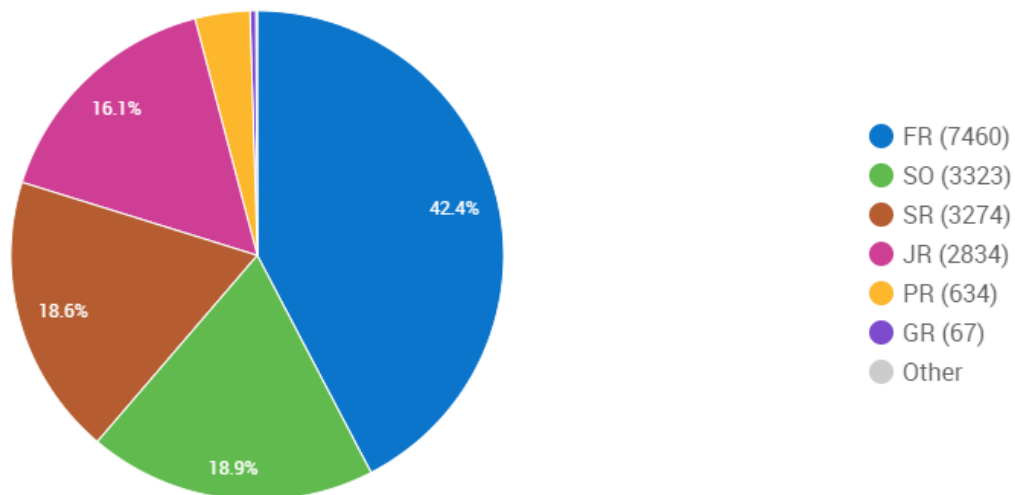
What did you (or your students) learn as a result of what you assessed?

For the time period of July 1, 2019 to June 30, 2020:

USAGE

- 975 events were registered in Bulldog Connect by RSOs and Departments, including 44 travel events for RSOs
- Event attendance was recorded for 296 registered events
- 411 students have logged Service Hours
- 4991 total hours were logged

Academic Level of Total Attendees



ATTENDANCE AT EVENTS

- 17,849 total people checked-in to an event

- 5539 unique people attended events
- 411 students have logged service hours
- 4991 total hours were logged

When Student Organization leaders updated their Bulldog Connect Profiles at the end of Fall semester, they were asked non-required satisfaction questions.

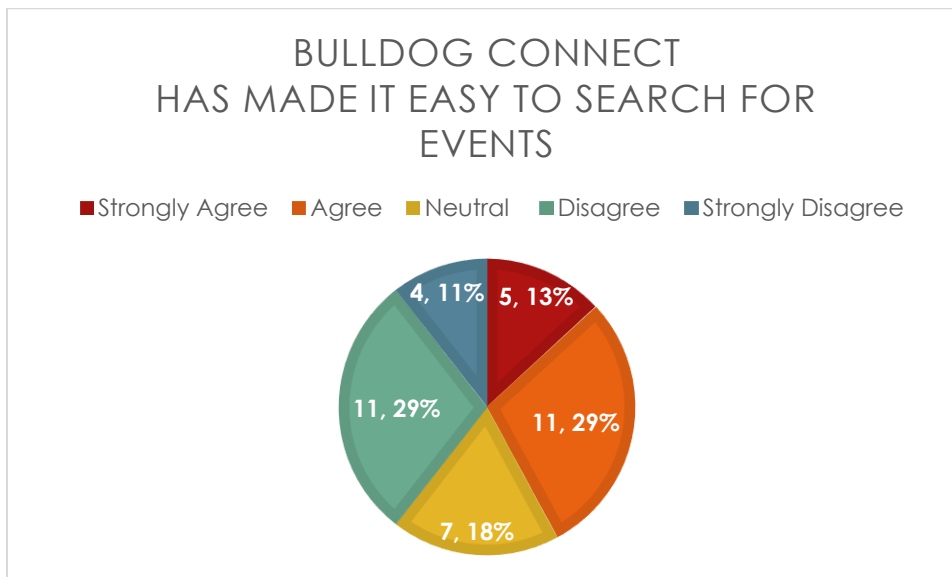
Yes	83
No	31
No Opinion	131
Total	248

Has it been easier to register events in Bulldog Connect?

Yes	69
No	23
No Opinion	86
Total	178

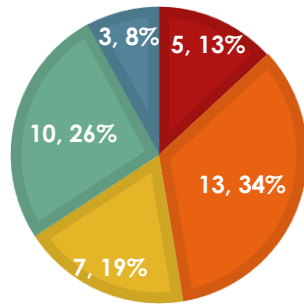
These responses were mostly positive or neutral.

Additionally, we sent a student-wide survey during 2020 summer to obtain general student data, rather than just from those who are members of RSOs.



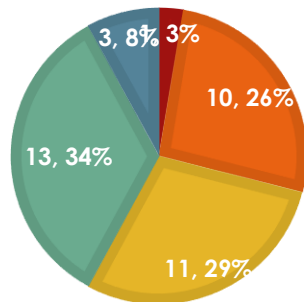
BULLDOG CONNECT
HAS BEEN HELPFUL IN LEARNING ABOUT
REGISTERED STUDENT ORGANIZATIONS

■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree



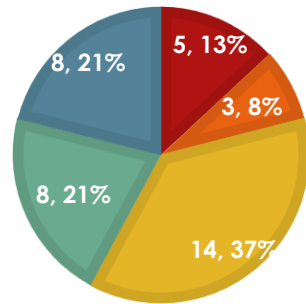
BULLDOG CONNECT
HAS BEEN HELPFUL IN FINDING
SERVICE/VOLUNTEER OPPORTUNITIES

■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree



BULLDOG CONNECT HAS MADE IT EASY TO LOG SERVICE/VOLUNTEER HOURS

■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree



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 learned that RSO members are happy with Bulldog Connect in managing their RSO. We will continue what we are doing and begin to provide training for RSO leaders on how to maximize the platform for RSO success.

We learned that submitting volunteer service hours is a challenge. The number of service hours submitted was extremely lower than prior years. We monitored this throughout the year and made the following changes: re-titled the submission form, included how-to instructions in every volunteer center newsletter, shortened the form, and removed the required witness approval. Finally, we researched definitions of service and changed our definition to allow for more opportunities to be eligible. For Fall 2020, we have a new and easier way to discover volunteer opportunities and will add more advertising to the general student on how to submit volunteer hours.

Lastly, we discovered the typical student had a hard time discovering information in Bulldog Connect. Due to this, we will create short how-to videos, flyers, and social media posts about using the program. Further improvement will take place by adding the co-curricular experiences module which includes incentives for students to take part in. More university departments are using Bulldog Connect, so we hope that will further increase the interest amongst our students and encourage them to become more familiar with it.

Assessment Area (2 of 3): Diversity Training for RSOs:

Submitted by: Nicholas Smith and Angela Roman

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

As part of the Diversity and Inclusion strategic plan, there was a need to implement anti-bias and diversity training for our student organization leaders. The CLACS office held two Diversity and Inclusion Summits during the academic year to meet this need.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Engagement/Attendance
- Learning Outcomes

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Teaching and Learning: Quality, Resources, and Support
- Institutional Effectiveness, Resources, and Planning

Assessment Results:

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

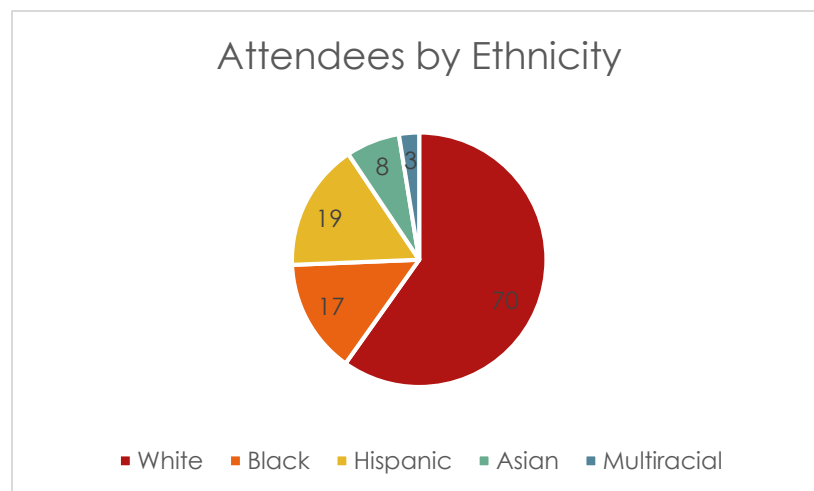
We hosted two Diversity and Inclusion Summits to provide more in-depth training opportunities related to diversity for students, and especially RSO members. Students were able to listen to David Pilgrim, Matt Chaney, Sarah Doherty, Brooke Moore, Kaylee Burke, and Kylie Piette. Data for the summits include the following:

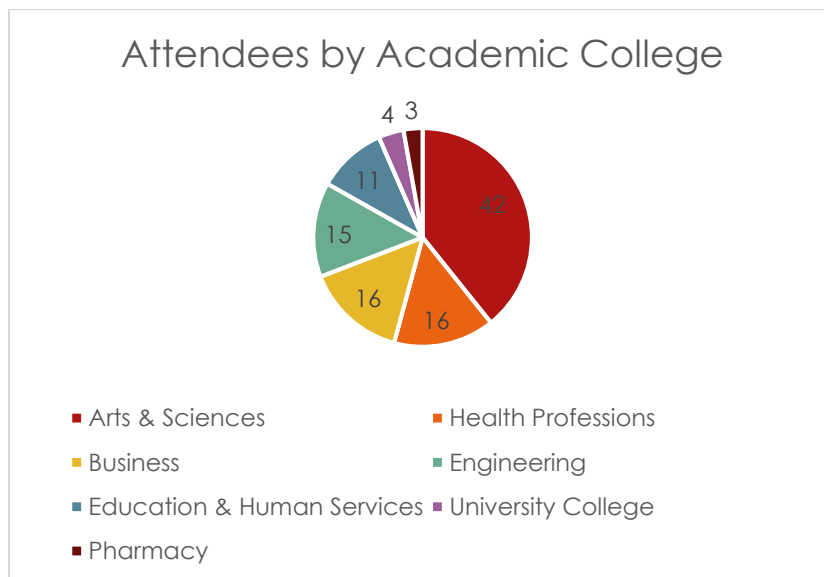
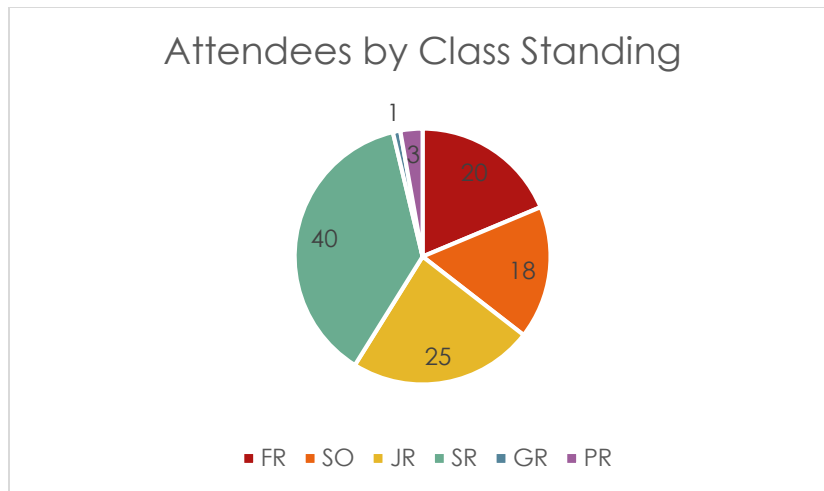
Fall 2019 Attendance: 35 (held on a Saturday)

Spring 2020 Attendance: 82 (held on a Thursday evening)

Total Attendance: 117

112 unique students attended between both summits





Learning Outcomes:

26 surveys from the first summit showed the following data:

On a 1-10 scale with 10 being the most positive overall rating, attendees provided the following:

- 12 attendees: 10 rating or 46%
- 6 attendees: 9 rating or 23%
- 6 attendees: 8 rating or 23%
- 1 attendee: 7 rating or 4%
- 1 attendee: blank

Attendees said they learned the following:

- “got me to think about how everyone judges”
- “inspiring to do better”
- “try to be a better person”
- “made me think and consider how I think and to acknowledge my tone of voice when speaking about others”
- “it really opened my eyes”
- “it exposed me to many different views on diversity”

**Second summit survey results were lost due to fast COVID departure of student employees

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?

Overall, the summit assessment showed us that we are making an impact and students want to continue this event. We will continue the summit each Fall semester, with a review to decide on whether to hold the spring semester session based on the fall summit’s attendance.

The Summit was diverse in attendance by ethnicity, college, and academic level. This informs us that it was likely that diverse perspectives had an opportunity to be shared. We want to continue this.

We found that attendance on a weekend was not very high so we moved the spring session to a weekday evening, and in doing so, had double the attendance. We will continue to hold weekday sessions.

Anecdotal survey results told us that attendees like the small group breakout sessions, but wanted to attend all of them instead of only 1 or 2. Attendees also told us to advertise for longer and to a wider audience. They felt the summit was very valuable and sad that attendance was low. We use all of these comments and results to make changes.

Assessment Area (3 of 3): Career Center Appointments:

Submitted by: Angela Roman

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

The CLACS Career Center went into the academic year with a goal to improve the tracking of appointments using Handshake. Our goal was to create a robust tracking system so that we can look objectively at “in-person” usage of the Career Center. We quote “in-person” because we had to move in-person appointments into the virtual workspace due to COVID-19, but are currently still considering these in-person opportunities.

With this change, we anticipate an increase in appointments tracked in Handshake from last year and the ability to improve comparisons of specific appointment types.

There are many types of services the Career Center offers that are not appointments. However, for this assessment highlight, we are focusing on appointments, which consist of a student scheduling and attending a meeting with a Career Center Staff.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Attendance
- Attendee Demographics

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Teaching and Learning: quality, resources, and support
- Institutional effectiveness, resources, and planning

Assessment Results:

Question: What evidence and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

The following data shows the number of appointments made as well as the number of appointments made for each specific appointment type:

- 377 Total appointments were schedule in the 2019-2020 academic year (not unique)
- 369 Total appointments were scheduled in the 2018-2019 academic year (not unique)

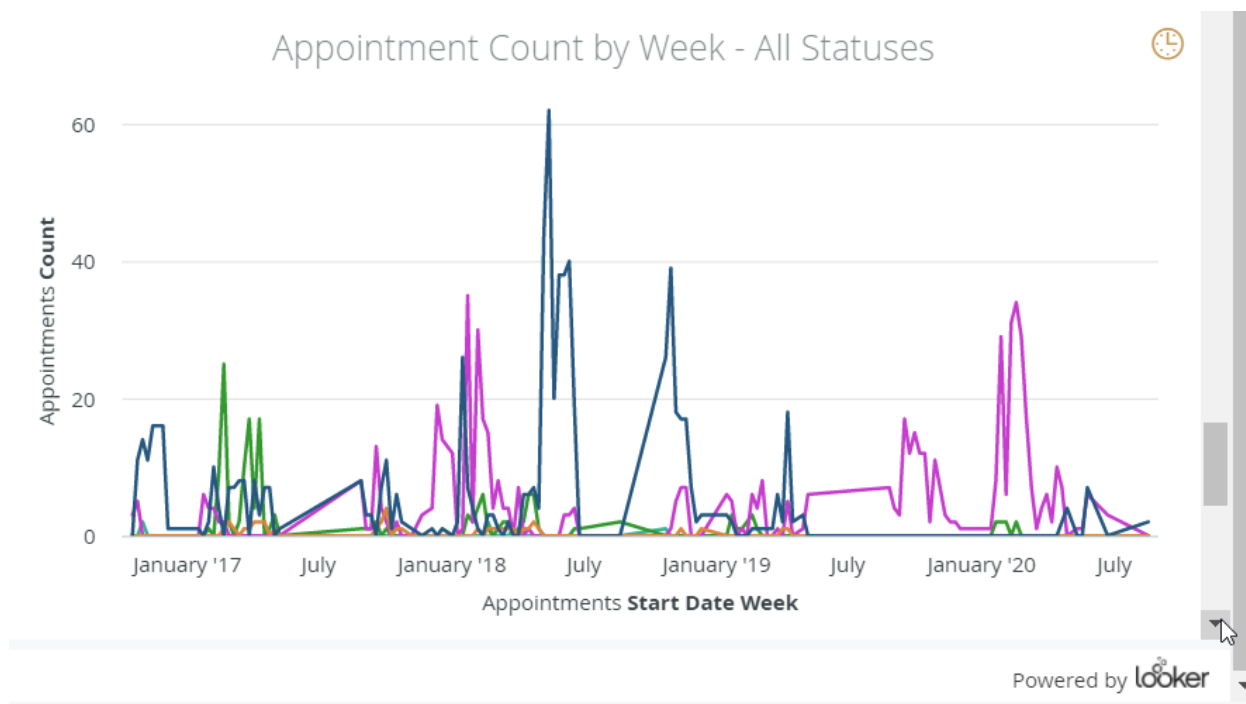
	July 1 – June 30, 2019 - 2020	July 1 – June 30, 2018 - 2019
Resume and Document reviews	227	185
Alumni in Residence	34	0
Career Planning	33	41
Locating Employment or Internship	16	3
Interview Practice	14	124
Career Coaching (misc. appointment questions)	45	0

******Appointment types were changed between these two years and therefore cannot be compared from year to year.

All appointments scheduled by academic level are as follows:

	July 1 – June 30, 2019-2020	July 1 – June 30, 2018 - 2019
Freshman	19	55
Sophomore	33	32

Junior	74	37
Senior	209	195
Masters	1	7
Postdoctoral Studies	2	2
Alumni	23	15



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?

Although the data provides us information to establish upcoming goals for the next academic year, it still needs consultation from the Handshake team regarding how it is displayed. We discovered the importance of thinking very carefully about changing appointment types because this changes the ability to track over time in an objective way. We also learned that Handshake currently does not show unique numbers. This makes it difficult for us to truly identify whether we increased the number of students we saw.

On specific data, we were surprised to see that our freshman appointments declined as much as it did. Our goal for the 2020-2021 year is to increase our contact with first year students through appointments and other ways.

We were not surprised to learn that our highest appointment time is in April as most students are about to graduate and discover that it a good time to polish up their resume. Knowing this is a

busy time of year, allows us to strategically plan programming for slower appointment times. This is extremely helpful with a small staff.

Our most used service is that of resume and document reviews. This is a very common service and something everyone needs at some point. However, at the time of a resume review, it is difficult for the career staff to encourage development of skills that might be missing. Therefore, we look to increase other types of appointments, such as career planning. This helps students to think about their complete career development plan and to ensure they use their time at college in the most effective way. One way we will be doing this in the upcoming year, is by creating a career readiness plan that breaks the process into four phases. Each phase will be a co-curricular experience in Bulldog Connect with action steps and a gamified way for students to track their progress. We hope this new opportunity will increase other appointments, rather than only resume review appointments, and increase the number of first year student appointments.

Part III: Next Year (2020-2021)

What continuing or new assessment activities are you targeting next year (2020-2021)?

1. We will be implementing the *Be A Bulldog* co-curricular learning outcomes into Bulldog Connect using the Experiences module. We will assess the usage, satisfaction, and learning that can be recorded through this new format.
2. Easy Virtual Fairs is a new platform that will allow the CLACS office to hold a large Career and Internship fair. Even though this is a necessity during our current physical distancing environment, we are excited to see if this venue allows students and employers a greater opportunity to discover each other and make more employment matches this year.
3. A new peer success coaching programming is being implemented. We will assess the success of the program, interactions with students, and satisfaction and growth of our coaches. Of most interest will be the assessment of persistence and GPA averages as a result of this program.

Commencement

Part I: Last Year (2018-2019)

What changes did you make as a result of last year's assessment (2018-2019)?

We were able to use participation data collected throughout the last 10 years, and the Graduation Application and ticket data from the last 4 years, to predict a more accurate count of students participating in each ceremony, as well as guests that would be in attendance at each ceremony. This allowed us to accommodate our guest better, and also have a more accurate supply of printed material, such as programs.

Part II: Current Year (2019-2020)

What are your Assessment Highlights for the current year (2019-2020)?

Assessment Area (1 of 2): Printing Expenses:

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

We used the cost of printing and quantities needed for our printed commencement programs. We have collected data from the last 6 years of commencement to assist us in this assessment.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation/Capacity Management (Number of participants, etc.)

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Institutional Effectiveness, Resources, and Planning

Assessment Results:

Question: What evidence and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

The following is a breakdown of the number of programs ordered for each Fall and Spring commencement, as well as the total cost for each, since Fall of 2014.

<u>SP20</u>	
No Programs were ordered due to COVID-19	
<u>FA19</u>	
(2,800 @\$ 1.28)	\$3,584.31
<u>SP19</u>	
(7500@\$1.34)	\$10,063.79
<u>FA18</u>	
(3,000 @\$1.32)	\$3,946.30
<u>SP18</u>	
(8,200@ \$1.10)	\$9,237
<u>FA17</u>	
(3,000@\$1.24)	\$3,719.00
<u>SP17</u>	
(8,220@1.06)	\$8,709.00
<u>FA16</u>	
(3,500@\$1.01)	\$3,469.00
<u>SP16</u>	
(8,800@1.04)	\$9,119.00
<u>FA15</u>	
(4000@.90)	\$3,589.00
<u>SP15 (New Programs)</u>	
(9,250@.99)	\$9,323.00
<u>FA14</u>	
(4,000@1.402)	\$5,609.47

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 review the data and use this information to monitor our printing cost each commencement season. We will also continue to decrease our orders as needed based on the numbers of students, guests, and unused programs after each commencement weekend. Lastly, we will look into possibly offering an electronic program for the families and graduates that would rather have an electronic version vs a printed copy.

Assessment Area (2 of 2): Social Media Impact:

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

We examined the impact and satisfaction of new social media components that was added for the 2019/2020 commencement season. We collected data from guest feedback as well as by social media outlets, such as Twitter, Facebook, and Instagram. A Social Media wall was displayed in the main arena for families to see. Due to COVID-19, we were only able to offer this to families and graduates for the Fall 2019 ceremonies.

Assessment Category:

Question: What category does your assessment initiative fall under?

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

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Institutional Effectiveness, Resources, and Planning

Assessment Results:

Question: What evidence and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

Information was gathered through Twitter, Facebook, and Instagram to ensure to reach different age groups. A breakdown of usage from each social media outlet is as follows:

- 83.8% of posts came through Twitter
- 1% of posts came from Facebook (However it was noted that people did not tag the account, which resulted in missing about 18 posts based on the sharing of a hashtag)
- 15.2% used Instagram
- There was a total of 79 participants, with 105 social media entries, and 1.6k engagement.

Feedback from graduates, guest, and faculty were all positive.

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?

Very little marketing was done for Fall 2019 commencement. We would like to increase our marketing of this fun and encouraging component of graduation for future commencements. This will at least double our participation for future ceremonies.

Part III Next Year (2020-2021)

What continuing or new assessment activities are you targeting next year (2020-2021)?

We would like to assess the same areas for 2020-2021 year due to the fact that we were unable to obtain data, which would have given a more accurate view of program cost and social media feedback. COVID-19 caused cancellation for the Spring 2020 and a virtual ceremony was provided for graduates.

Financial Aid

Part I: Last Year (2018-2019)

What changes did you make as a result of last year's assessment (2018-2019)?

Our 2018-2019 assessment was an analysis of the (future) implementation of Title IV regulations which require that students are only paid aid for courses that are required for their degree program. In order to prepare students for this requirement, our office added a strong statement to our Terms and Conditions document that explains the regulation, encourages students to use their MyDegree access, and to speak to their advisor to ensure they are enrolled in the proper courses. The statement also informs students that their aid can be reduced if they enroll in courses that are not required for their program. The Terms and Conditions document is required of all students that are awarded Title IV aid. As we near implementation of these regulations (goal=summer 2021), we will continue to message to students and advisors.

Part II: Current Year (2019-2020)

What are your Assessment Highlights for the current year (2019-2020)?

Assessment Area (1 of 1): Standards of Academic Progress (SAP):

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

Our 2019-2020 assessment subject is Standards of Academic Progress (SAP) requirements for Title IV recipients. We compiled common characteristics of students who do not meet the minimum requirements for GPA (2.0), completion rate (67%), and duration of eligibility (150%). Our cohort was students who were determined to be unsatisfactory in one or more measures of SAP at end of year 2020. The cohort included 855 students.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Other – The purpose of this information is to assist advisors and colleges in providing services to academically high-risk students, hopefully before they become unsatisfactory.

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Teaching and Learning: Quality, Resources, and Support
- Teaching and Learning: Evaluation and Improvement

Assessment Results:

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

We compiled data on the following student characteristics of unsatisfactory SAP students. Data pulled was as of the end of Spring 2020.

- FSU GPA
- FSU completion rate
- Excessive credit hours
- New, continuing or transfer students of 2019/2020
- Program of study
- Permanent address zip code
- High school GPA
- SAT/ACT
- EFC

We found the following results to be meaningful:

- SAP has three components, all which students must be meeting at the end of each academic year: GPA (minimum = 2.0), completion rate (minimum = 67%), and duration of eligibility (maximum = 150%). The most common area of non-compliance for FSU students is duration of eligibility (34%), followed by GPA only (25%) and both completion rate (25%), and completion rate only (15%).
- For students non-compliant in GPA, the average GPA was 1.44.
- For students non-compliant in completion rate, the average rate was 48%.
- New students at FSU are more likely to be non-compliant than continuing students. 19% of new 2019/2020 FSU students were non-compliant.
- Most common FSU programs of non-compliant students were: General Studies, Integrative Studies, and Criminal Justice.
- Most common zip codes: 49307 (Big Rapids), followed by Detroit (multiple) zip codes.
- Average 2019/2020 Expected Family Contribution (EFC) = 10064. This represents medium need and is not Pell-eligible (the neediest 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?

Per FSU policy, SAP is checked for every aid recipient once per academic year, at the end of the spring semester. This means that FSU has an opportunity to provide proactive outreach to students at the end of fall semesters in order to encourage students to make academic adjustments necessary to raise their performance prior to being assigned SAP status. To support this outreach, the Financial Aid office provided files of students who were below SAP minimums at the end of fall 2019, to all FSU colleges, so that advisors could provide guidance to struggling students. We

hope that the colleges will continue to provide this important service. Our office will continue to provide the files needed to accomplish this.

Our results also show that intervention or outreach to the following specific categories of students could be helpful:

- Students in General Studies, Integrative Studies, and Criminal Justice programs.
- Students from the Detroit area, or living in 49307.
- Transfer students bringing in many transfer credits.
- Students that have attempted within 24 credits of the required credits for their program who are > 24 credits from completing their program.
- First semester FTIAC students.
- Students with GPAs close to the minimum of 2.0 at the end of the fall semester.
- Students with a completion rate close to the minimum of 67% at the end of fall semester.

Part III: Next Year (2020-2021)

What continuing or new assessment activities are you targeting next year (2020-2021)?

For 2020-2021, Financial Aid will assess students' opinions of the remote service environment and their interactions with Financial Aid during the COVID-19 disruptions.

Institutional Research & Testing (IR&T)

Part I: Last Year (2018-2019)

What changes did you make as a result of last year's assessment (2018-2019)?

Assessment Area (1 of 2): Tableau Pilot

With intentions of bolstering our Tableau[®] presence, we hired a student programmer who is currently working with Tableau[®] and will continue our efforts to grow and enhance our use of the product and its many possibilities.

We are continuing to assess our use of the Tableau[®] data visualization software. We continue to evaluate other university's web sites and their use of Tableau[®] and other visualization software to present data. We continue to look at the types of data represented and the various modes of data representation evaluating how we might continue to enhance our data. After assessing where we should focus our efforts when trying to increase our use of data visualization, we have continued to increase in the types of data we are presenting by adding new data sets this past year. We will continue to monitor the use of Tableau[®] and continue to make adjustments or enhancements accordingly.

Assessment Area (2 of 2): New Faculty Load Codes

Institutional Research & Testing (IR&T) and the Registrar's Office looked at the possibilities of ways to change the coding structure for courses and faculty when the instructor of record was assigned no instructional dollars or FTE associated with the course. We met several times discussing what we might want to do and what seemed most useful to effectively and accurately code and report on faculty and courses in these situations. Over this past year, the codes were created and implemented and have seemed to work well. We are currently, for the first time, putting together the annual faculty load data and utilizing the new coding structure.

As we did this past year, we will continue to monitor and make changes as necessary over the coming year, making every effort to accommodate the various instances where special scenarios need to be visited and re-evaluated if necessary to create possible additional codes that continue to accurately record and report Faculty Instructional Loads.

Part II: Current Year (2019-2020)

What are your Assessment Highlights for the current year (2019-2020)?

Assessment Area (1 of 2): Continuing to Grow Tableau:

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

We are continuing our efforts to grow and enhance our use of Tableau [®] and its many possibilities. Upon assessing where we might focus our efforts when trying to increase our use of data, with information from the Fact Book survey from the year prior, we have added new data sets this past year.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction/Customer Service

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Resources, Planning, and Institutional Effectiveness

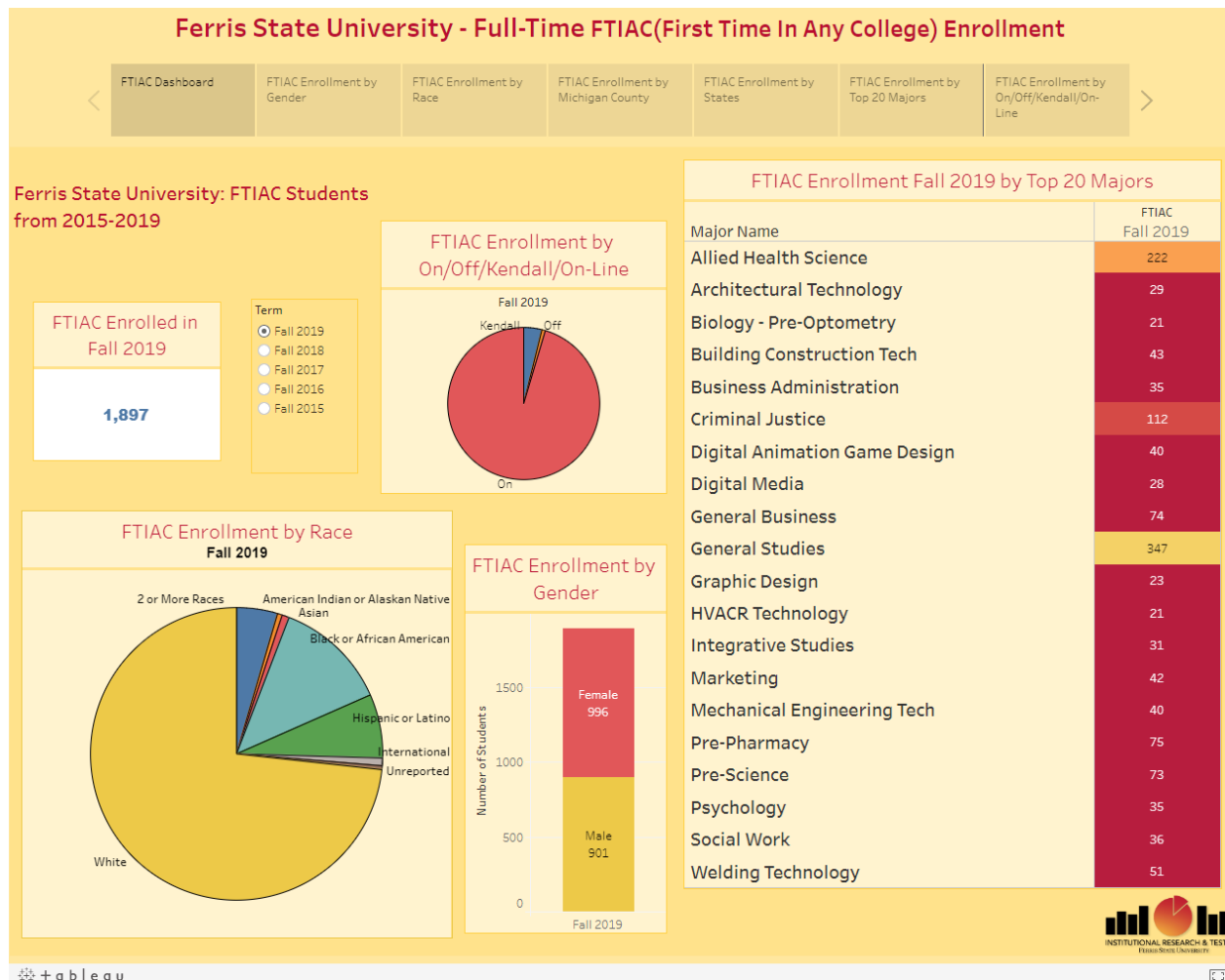
Assessment Results:

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

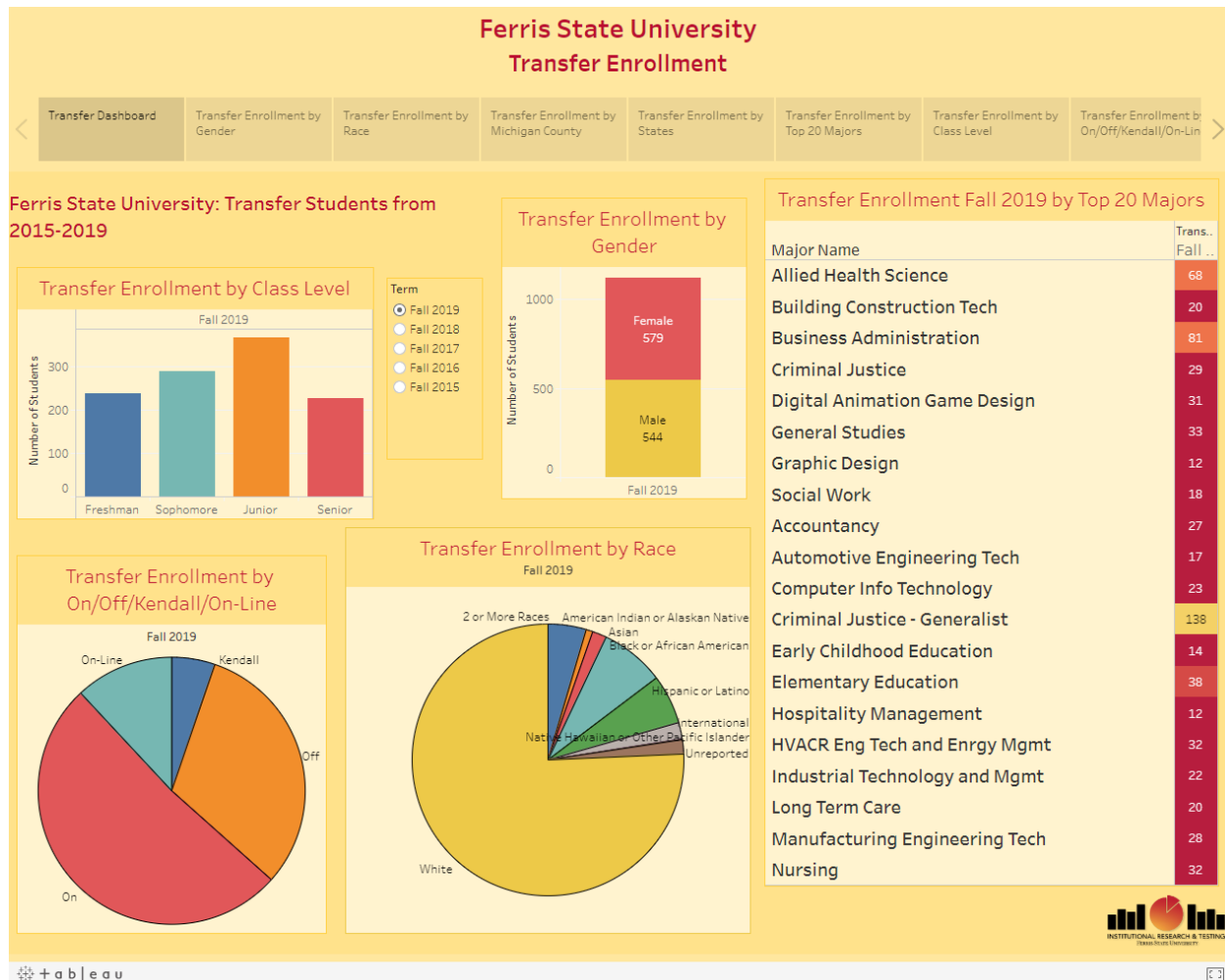
After consideration of data most useful the prior year in the Fact Book and new data added to the Fact Book last year, we choose to add a Freshman Profile and Transfer Student Profile to the Tableau [®] data set. We also added data for Graduation Rates and Retention Rates.

Below are snapshots of various views of the new Freshman and Transfer Students data, and Retention and Graduation Rate data that have been published and are currently on our web page and the public site.

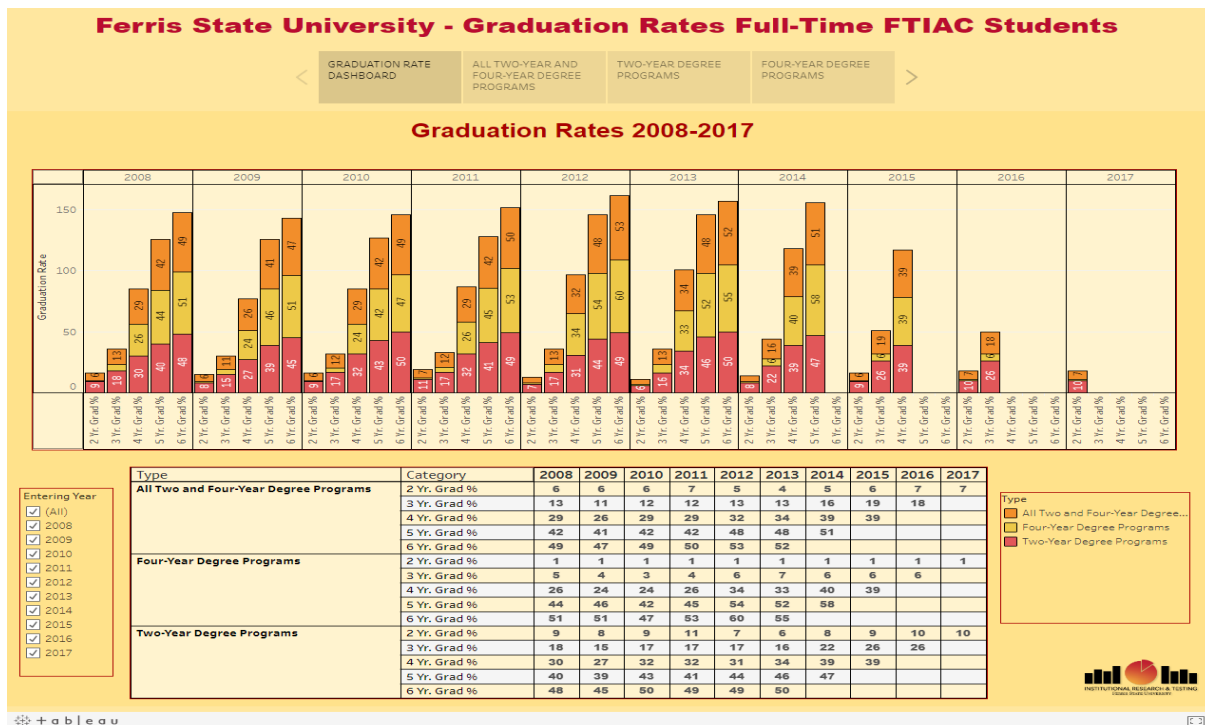
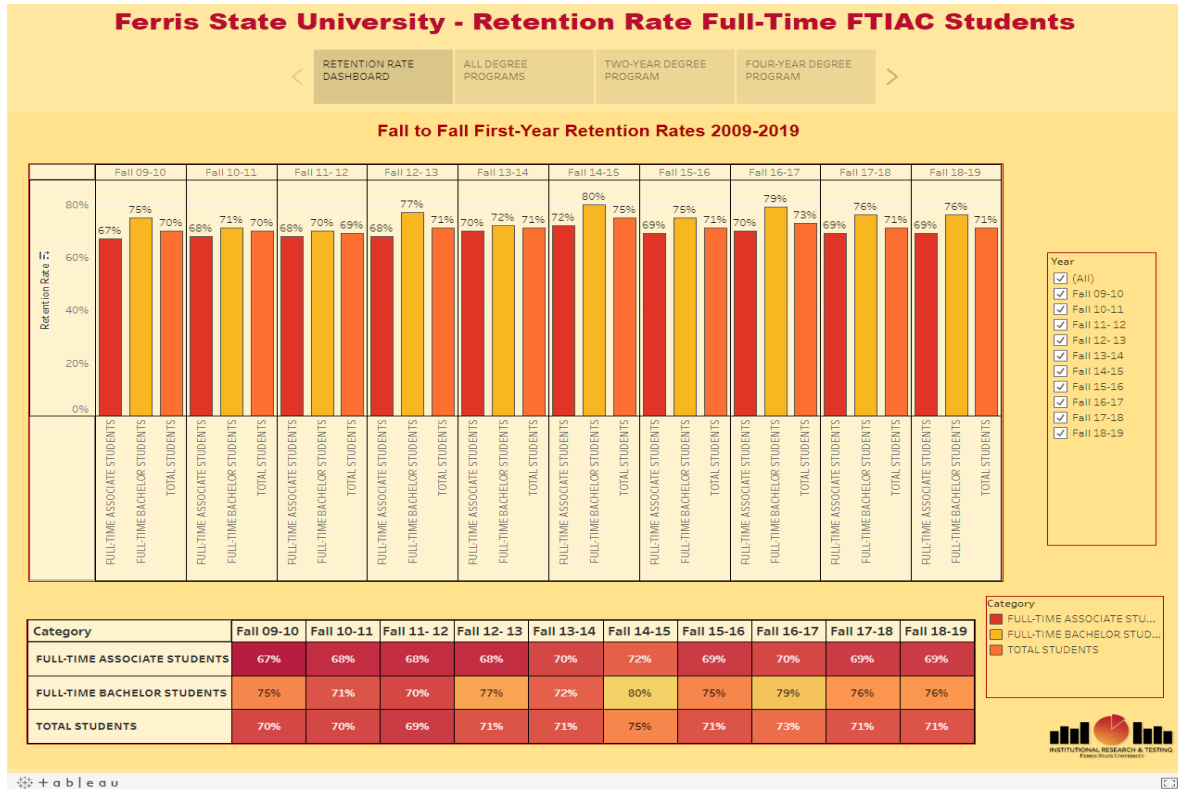
Shown here is the dashboard for the FTIAC Profile data which includes, FTIAC Enrollment by Gender, Race, Michigan County, State, Top 20 Majors, and On/Off/Kendall/On-Line.



The following is the dashboard for the Transfer Student Profile data which includes, Transfer Student Enrollment by Gender, Race, Michigan County, State, Top 20 Majors, Class Level, and On/Off/Kendall/On-Line.



We also created dashboards with Retention and Graduation Rate information. Below are snapshots of this information currently on our website also.



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 use of Tableau ® and continue to make adjustments or enhancements accordingly. We want to continue to share this with the University and seek further input on new ideas and uses for this platform. With the continued employment of the student programmer who is working with Tableau ®, we hope for continued growth and continued enhancements and or expansions of the existing data sets as requested. As we noted last year, this product has many possibilities.

Assessment Area (2 of 2): Scantron Usage:

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

We continued to investigate our Scantron ® Usage. We knew from previous years' assessment, scanning had continued to decrease over time with the increase in on-line SAI's and decline in scanned faculty tests. Knowing this, we were reviewing the need for continued service.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction/Customer Service

HLC Criterion:

Question: What HLC Criterion and core component does your assessment initiative fall under?

- Resources, Planning, and Institutional Effectiveness

Assessment Results:

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

Knowing that scanning counts continued to decline, we reached out to Academic Affairs to talk about the idea of discontinuing the service. Academic Affairs was in the process of getting academic departments to discontinue the use of the Testing Office Scanner, some purchasing their own scanners to continue pockets of test scanning while others continued to go on-line. They did reach a point of push back on a few things, one of which was getting all of the departments to switch to the on-line SAI's. It was decided that the Testing Office would continue to scan at least one more year. After reaching this decision and in an untimely fashion, the existing scanner software became obsolete and was not able to function with upgraded hardware. Academic Affairs debated on the continued use but ultimately purchased new software, and the software was received right before the University moved all its operations remotely due to COVID-19. All scanning ceased and we were just recently informed that scanning will now be moved to individual Colleges and Departments and will no longer be conducted through the Testing Office.

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?

When the University resumes in-person operations, there will be conversations regarding whether scanning will or will not take place and if so, in what departments or units it will reside.

Part III: Next Year (2020-2021)

What continuing or new assessment activities are you targeting next year (2020-2021)?

Next year, IR&T would like to focus on each of the following:

We plan to assess the conversion from the University's current report writing software, Web Focus, to a new reporting software, ARGOS. With budget constraints and a challenge put before IT to try and procure a report writing software product less costly and one that might provide more access to dashboards for functional users' reporting needs, ARGOS was obtained by the University and our programming staff will be converting reports over the next year. We need to assess the differences, opportunities, challenges, and progress made with the new report writing software.

We will continue to monitor the data used/presented with the Tableau © data visualization software. We want to continue to reach out for input in regard to new ideas and uses for this platform.

Office of Multicultural Student Services (OMSS)

Part I: Last Year (2018-2019)

What changes did you make as a result of last year's assessment (2018-2019)?

Because of last year's assessments, the Office of Multicultural Student Services (OMSS) made the following changes:

- As with last year, our department has been intentional in our efforts to cut costs associated with programming, particularly with our marketing efforts. We continued to strategically utilize digital marketing efforts throughout campus and on social media, to decrease our printing expenses with flyers, yard signs, and banners.
- We capitalized on the amount of student traffic in our office to increase participation in both TOWERS and BMEN.
- We continue to have interest in the Who, What, When and Why students are frequenting the office, so we have and will continue to utilize measures, including but not limited to, an intake form and card-swipe/sign-in sheets located in the office to capture data that can describe the profile of students we service, the range of issues we service them for, and the number of times they connect with our department and cultural heritage celebrations.

Part II: Current Year (2019-2020)

What are your Assessment Highlights for the current year (2019-2020)?

Assessment Area (1 of 1): OMSS Student Support & Engagement:

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

Our department wanted to continue what we started last year in terms of tracking the number of students who visit the office for a variety of our services including students who sought out opportunities to utilize our lounge space for networking and socializing. Again, we were interested in learning the approximate number of students we serve on a daily basis, the services provided, and feedback from students. As with last year, below are examples of how we assessed this area:

- OMSS Daily Visits (card-swipe and/or sign-in sheets)
- OMSS Intake Form (one-on-one meetings)
- OMSS School Supplies and Emergency Printing (sign-in sheets)
- OMSS Support & Engagement (paper and on-line surveys; focus group discussions)

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation/Capacity Management (Number of participants, etc.)
- Customer Satisfaction/Customer Service (Survey results, etc.)

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Teaching and Learning – Quality, Resources, and Support
- Teaching and Learning – Evaluation and Improvement

Assessment Results:

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

Last year we began consistently chronicling this data in November and there were over 2500 student visits. This year, during the 2019/2020 academic year, we began tracking this data at the beginning of the academic school year and recorded 3,567 visits to our department. Again, evidence of our interactions with students were chronicled through a variety of methods, which included card-swiping, a sign-in sheet at our front counter, as well as through online and face-to-face surveys.

During our data collection efforts, below is a summary of what we learned that illustrates our commitment to enhancing student learning:

- As with last year, the data indicates that in addition to the home-away-from-home environment, students utilize our services for:
 - Mentorship & Advising (one-on-one meetings)
 - During one-on-one meetings, the OMSS staff met with students for academic appeal issues, academic advising, financial aid, student conduct cases/referrals, RSO issues, or question and answers and cultural connection opportunities.
 - Student development and cultural awareness engagement opportunities (TOWERS, BMEN)
 - Food, school supplies, and printing needs
 - Discussions, group meetings, documentary discussions/film screenings, workshops, RSO events/meetings, etc.
- We used survey data to record the impact of our support services and engagement opportunities. This year 98 students participated, up from just over 40 who participated last year. Highlights were:
 - 82% of students indicated that the OMSS is a welcoming place for students of diverse backgrounds

- 86% of students indicated that they learned about student support services on campus from visiting the OMSS
- 91% of students indicated that they have support from the OMSS staff when dealing with personal, advising, or multicultural RSO issues
- 80% of students indicated that the involvement opportunities in OMSS have aided in their growth and development (i.e. Campus Programming, Employment, Volunteering, TOWERS, BMEN)
- Last year we were able to conduct focus groups to glean information from students regarding support and engagement. This year as we wrapped up the school year, the COVID-19 Pandemic prevented us from having an opportunity to collect this important data. However, one of the most important pieces of information we learned from last years' focus group was that students indicated that if it were not for their interactions with the office and the office environment itself, they would not have returned to Ferris. This is one indication that the office in its many different capacities, serves as a vital retention mechanism for our 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?

As with last year, our department is planning to use the collected data to look at ways to continually serve our students in the most meaningful ways going forward. In addition, by collecting student data, it allows for continuous quality improvement. The variety of assessment methods utilized were beneficial for us to understand the impact of our student support and engagement. Because of what we learned with students this past academic year, the OMSS plans on the following for the 2020-2021 academic school year:

- Improve research technology that can chronicle our interactions with students. For example, using mobile and text applications that are free or at minimal costs
- Continually create and implement a revised advertisement campaign to promote our support services and engagement opportunities campus-wide; Our overarching goal is to increase the awareness about the OMSS amongst Ferris' faculty, staff, and students that will result in an increased level of engagement with students from diverse backgrounds with one another and with the OMSS

Moving forward, our staff will share what we learn from our research by communicating changes and improvements at our Student Life meetings, and sharing successes as they arise to the Student Affairs Newsletter and to the Diversity and Inclusion Office newsletter. Additionally, OMSS will detail a summary of the assessment areas in next year's Assessment Highlights Report.

Part III: Next Year (2020-2021)

What continuing or new assessment activities are you targeting next year (2020-2021)?

Next year it may be interesting and important to assess the impact that the COVID-19 Pandemic will have on student engagement activities and on our support services. In addition, researching the best ways to promote student engagement and student learning during these challenging times could prove to be of interest.

Office of Student Conduct (OSC)

Part I: Last Year (2018-2019)

What changes did you make as a result of last year's assessment (2018-2019)?

In our last Assessment Highlight report, the Office of Student Conduct (OSC) anticipated trying to find the best way to follow up with students after their conduct conference. Our email surveys had experienced a decrease in response from previous years. Unfortunately, we did not anticipate moving to virtual conduct conferences and the circumstances surrounding this did not allow us to change our assessment in a way which would allow for accurate feedback that we would be able to utilize over an extended period of time for data comparison.

Part II: Current Year (2019-2020)

What are your Assessment Highlights for the current year (2019-2020)?

Assessment Area (1 of 1): Restorative Justice:

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

This year one of our initiatives was to evaluate students' understanding and capacity for utilizing a formal Restorative Justice Conduct process. We wanted to gain a better understanding of what knowledge students currently have surrounding the topic of Restorative Justice, if students would be comfortable working within the setting of a Restorative Justice Circle, and the overall opinion students have on implementing a Restorative Justice program at Ferris State University. We used a focus group of students, pre and post-assessments, and provided training on the topic of Restorative Justice to gather our data. More specifically, ten students took part in a book study using the *Little Book of Restorative Justice* by Howard Zeh. The students were also informed on current University practices and values surrounding student conduct at Ferris to provide some baseline knowledge. Weekly these students read chapters of the book and engaged with the Assistant Director of Student Conduct through interactive reading guides, virtual discussion groups, and Zoom presentations. The pre and post-assessments utilized the same questions to measure progress on the topic.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Program Quality Review

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

The following are based on the adopted revisions, which will be effective September 2020:

- 4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.
- 1.A. 4: The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
- 1.C. 1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
- 1.C. 3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Assessment Results:

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

Summary of assessment results (Please see Appendix A for detailed assessment results):

Initially, students were hesitant to define Restorative Justice and in their ability to convey what it is to another person. Following our book study, the students felt much more prepared and gained confidence. No student was left feeling that they could not explain to someone else what it was.

Although students did gain some confidence with talking to another student about a policy violation, no one felt confident enough to teach another student how to do this. This allows opportunity for further training concentrated on how to engage with a fellow peer when they have found themselves in violation of University policy. This is also true with students helping peers work through conflicts with one another.

Students also showed a boost in confidence in being able to discuss policies with faculty and staff at Ferris. However, the results still showed opportunity for growth in this area. This demonstrates a need for students to be informed on University policies. We can help students' understanding through the use of social media. For example, by using targeted Instagram posts dedicated to policies, RAs can also help communicate to their residents on where they can find policies as well as what they are.

Students started to develop different ways of thinking about meeting individuals who may have harmed them in some way. Initially students thought they should not meet; however, they soon realized that a lot could be accomplished through such a meeting. Students moved away from assigning blame and dispensing punishment, and moved more toward the importance of repairing harm.

One unexpected outcome from the assessment was that the students did not change their thoughts on how students should be punished and/or held accountable for causing harm. This reflects that students understand the purpose of our office and the importance of being on campus.

Appendix A (Detailed Assessment Results)

When comparing the pre and post assessments, the following results were found:

- Rate your confidence doing the following:
 - Explain to another person what Restorative Justice is:
 - Pre:
 - I don't think I am able to do this: 29%
 - I might be able to do this: 14%
 - I can do this: 43%
 - I can do this so well that I could teach someone: 14%
 - Post:
 - I don't think I am able to do this: 0%
 - I might be able to do this: 0%
 - I can do this: 67%
 - I can do this so well that I could teach someone: 33%
 - Talk to another student about a situation in which they violated a University policy:
 - Pre:
 - I don't think I am able to do this: 0%
 - I might be able to do this: 43%
 - I can do this: 43%
 - I can do this so well and I could teach someone: 14%
 - Post:
 - I don't think I am able to do this: 0%
 - I might be able to do this: 0%
 - I can do this: 100%
 - I can do this so well that I could teach someone: 0%
 - Help two or more students work through a conflict they have with one another:
 - Pre:
 - I don't think I am able to do this: 0%
 - I might be able to do this: 14%
 - I can do this: 71%
 - I can do this so well that I could teach someone: 14%
 - Post:
 - I don't think I am able to do this: 0%
 - I might be able to do this: 0%
 - I can do this: 67%
 - I can do this so well that I could teach someone: 33%
 - Discuss University policies with faculty and staff at Ferris:
 - Pre:
 - I don't think I am able to do this: 29%
 - I might be able to do this: 29%
 - I can do this: 29%
 - I can do this so well that I could teach someone: 14%

- Post:
 - I don't think I am able to do this: 0%
 - I might be able to do this: 0%
 - I can do this: 100%
 - I can do this so well that I could teach someone: 0%
- On a scale of 0 to 100, with 0 being you Agree and 100 being you Disagree, rate where you are in relation with the following statements:
 - Repairing harm is more important than assigning blame and dispensing punishment:
 - Pre: 14 Average
 - Post: 10 Average
 - It is best that people who are harmed do not meet with the person who harmed them:
 - Pre: 47 Average
 - Post: 86 Average
 - People who cause harm should be punished:
 - Pre: 25 Average
 - Post: 28 Average
 - There is no place for emotions and feelings in conduct related meetings with students:
 - Pre: 74 Average
 - Post: 91 Average
 - When someone does something harmful, those involved should help to decide how to move forward:
 - Pre: 38 Average
 - Post: 18 Average

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?

Overall, the results of our surveys demonstrate the need for our office to keep utilizing and further develop our offerings of restorative measures. As we continue to add to our offerings, it will be important to both educate and involve the student population. As we change from in-person conferences to virtual conferences and decrease our full-time staff members in our office, we will have to be creative in how we can implement Restorative Measures and how to overcome the limits and barriers surrounding the use of technology versus in-person meetings.

The surveys also showed that students struggle with helping peers work through conflicts with one another. This opens up a lot of training options. Training topics could include mediation, how to deal with conflict, motivational interviewing, and of course, restorative practices. This also demonstrates the need for such programs as restorative justice circles created at Ferris as students need a place on campus where they can find assistance in working through their conflict.

Part III: Next Year (2020-2021)

What continuing or new assessment activities are you targeting next year (2020-2021)?

For the upcoming year, the Office of Student Conduct is looking to assess the use and effectiveness of virtual meetings for conduct conferences and conduct related incidents. As students will need to abide by state and University guidelines surrounding social distancing and the pandemic, we will also need to work to develop and assess our outcomes, and the ability to address violations and change behavior.

Registrar's Office

Part I: Last Year (2018-2019)

What changes did you make as a result of last year's assessment (2018-2019)?

All of the policy updates and suggestions were brought forward to Academic Affairs for consideration. I believe they appreciated the review and noted the need for many of these to be updated, they are also reviewing and updating several of their policies. We have not received further feedback regarding implementation.

Part II: Current Year (2019-2020)

What are your Assessment Highlights for the current year (2019-2020)?

Assessment Area (1 of 2): Athletic Registration Form:

Question: What are you assessing?

When a student athlete is in their 5th semester and beyond, they are required by the NCAA to take courses that are degree applicable per Progress-Toward-Degree (PTD) Bylaws. In order to accomplish this, we utilized an Athletic Registration Form (ARF) dating back at least 15 years. The ARF would need to be completed for each Fall and Spring term and would list all classes the athlete was currently taking. The form was completed and signed by their advisor and included information such as if the course was degree applicable and if the course was repeated. There were typically anywhere between 335 – 360 paper ARFs each term. This long and often confusing process delayed registration and caused excess paper to exchange hands, thus we wanted to assess the process to find a better solution that took out much of the extra and unnecessary minutia.

The complete ARF process went as follows: 1) registration holds were placed on each student athlete; 2) the eligibility coordinator would email coaches when it was time to collect the ARFs each term and would attach an electronic copy of the ARF; 3) coaches would be required to hand out the paper ARFs to their athletes; 4) the athlete would then take the form to their advisor to review, complete, and sign; 6) the form was then returned to the eligibility coordinator via the athlete themselves, compliance coordinator, or a coach; and 7) once complete, the registration hold would be lifted. Because this process coincided with registration for the next semester and the form required information for the current semester, the two lists of courses were often confused which would further hinder the process before resolution. In addition, this process was complete long after an athlete or advisor was able to make any changes to a schedule that would help resolve if a student was registered in a non-applicable course.

A team from the Registrar's Office and the MyDegree Team mapped out the things from the ARF process that was necessary and which steps of the process that could be eliminated. The team worked on developing a report in MyDegree, which is run before the semester in question begins, as well as during the drop and add period. The report is used as a tool to identify courses that are not degree applicable for a student athlete. The report shows every course for every student athlete for the term selected. The eligibility coordinator sorts the report and identifies the courses needing further verification and emails the advisors asking them to review the courses. The advisors confirm if the course is degree applicable or not, which is often a matter of MyDegree needing to apply a substitution or deviation. If for any reason a course is not applicable, either an advisor or coach is contacted for resolution.

This new process eliminated the need for the paper ARF, saving on money (paper, ink for the copier, etc.) and time (takes the ARF process away from the student athlete and coach and eliminates the distraction of athletes "turning in" the forms). More so, the new process allows the issue of a non-applicable course to be resolved which can save a student athletes' eligibility.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Other

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Resources, Planning, and Institutional Effectiveness

Assessment Results:

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

Below are some examples of the benefits from the new process:

Summer 2019

5/23/19: 6 courses to verify

Issues:

A football player was registered for ENGL 325 which was not degree applicable; however, was ultimately substituted for ENGL 321. The athlete graduated with his bachelor degree at the end of Fall 2019 term.

A football player was registered for BIOL 272 which was not degree applicable but needed summer credits for eligibility. He would not have been eligible Fall 2019 had he remained in BIOL 272 for summer.

A football player was taking DSGN 224 toward his minor, but summer courses taken toward a minor cannot be utilized for NCAA Progress-Toward-Degree; so he dropped DSGN 224 and took COAS 491. He would not have been eligible for competition in Fall 2019 had he remained in DSGN 224.

Fall 2019

Report ran 8/21/19 (Friday before 1st day of class) and 8/30/19 (Friday after Count Day).

8/21/19: 87 courses to verify

8/30/19: 41 courses to verify

A tennis player would not have met the Term-By-Term requirement (pass 9 degree applicable credits) had she stayed in MUSI 101; therefore, would not have been eligible for competition in Spring 2020 had she stayed in the music class. MUSI 101 is not applicable and BIOL 121 is a repeat. She is now in all degree applicable courses.

A track/cross-country athlete would have not met the Term-By-Term requirement; therefore, would not have been eligible for competition Spring 2020. BUSN 122 & FINC 201 were not degree applicable. She was in Pre-Nursing but not accepted into program. She changed her major to BUAD effective 201908 and is now taking courses that are degree applicable.

A softball transfer who was admitted on 7/11/19 into BS Elementary Education with no advisor assigned had a major that had 2 minor requirements, but did not have any minors declared. Effective 9/3/19, an advisor was assigned, and contact was made to the student athlete to add minors and was completed by the college. This needed to be completed for Fall 2019 term.

Spring 2020

Report ran 12/11/19; 1/10/20 (Friday before 1st day of class) and 1/17/20 (Friday after Count Day).

12/11/19: 51 courses to verify

1/10/20: 26 courses to verify

1/17/20: 3 courses to verify

A soccer player was taking HUMN 100; Anne London was going to speak with the student's advisor because as stated by Anne, "it's not going to count as an open elective because the student has too many credits left in minor and major." I show the athlete is still in this class.

A women's golf player was registered for CHEM 214 and COHP 160 which are not degree applicable. I was in contact with the athlete's advisor. It was determined that the athlete was going to drop CHEM 214 and stay in COHP 160. This will not impact her eligibility but it saved her from taking a class she did not need (I noted COHP 160 in NCAA Compliance Assistance).

A football player registered for BUSN 122 which is a repeat and not needed; I emailed Ryan Hodges and Sara Higley on 1/10/20 and the athlete dropped the course.

A football player was taking HIST 121, WELD 121 and WELD 123 which are not degree applicable; I emailed Sara Higley and Ryan Hodges on 1/10/20 but student is still in these classes (I created a note in NCAA Compliance Assistance with this information).

A soccer player needed to declare minor, and after emailing Anne London and Jennifer Johnson, her minor was added.

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 idea of pulling reports from MyDegree launched a conversation and a subsequent process of doing the same for students who have applied to graduation. Currently, the Registrar's Office and MyDegree team are working on developing a process to use similar concepts to process graduation audits without manual intervention.

Assessment Area (2 of 2): Building Course Sections:

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

The course scheduling process has been the same, a much manual process since the inception of Banner in 2006. Each department is given the access to build their course sections three times a year. After a period of time, the Registrar's Office turns off that access and prints and reviews each element of every course. During that time, there are hundreds of corrections made to the department's work before publishing the course listing for students to review and eventually register. The review process typically takes about two weeks to complete given the number of sections and variety of elements that need to be addressed. As a point of reference, the manual for building a course section and the various parameters that could be affected is 28 pages in length. The importance of having the sections built correctly ranges from the integrity of the data used for reporting to charging appropriate tuition for the course. After the Registrar's Office makes all of the necessary adjustments, the schedule is posted and any changes or additions to the course offerings after that are all managed through an email account by the Registrar's Office staff.

Since starting in the office and reviewing the arduous nature of the course section review, I have always wanted to assess and develop a better system. However, this process review always took a back to seat to more immediate needs. It was our goal this year to make this review a priority, and with the help from programming staff from Institutional Research and Testing (IRT), we were able to focus our attention on this process.

Over the years, some reports had been developed to programmatically find errors. For this assessment, our goal was to create as many similar reports as possible to alleviate the need for manual review. We reviewed the printed course schedule books from the last three years, each

including Fall, Spring, and Summer. Each printed book contains all of our review markings that were eventually corrected in Banner. We evaluated all of the errors and adjustments that were made. Through that evaluation, we were able to categorize the reviewed elements and create a list of how each of these errors connected to the data in Banner. Connecting the errors to Banner was an important step in translating the standards for course schedule (i.e. the information contained in the manual) in a way that a programmer could actually tie back to the data in Banner.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Other

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Resources, Planning, and Institutional Effectiveness

Assessment Results:

Question: What evidence and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

Through our review of the printed and corrected course schedule book, we were able to uncover many common themes found during our correction period.

The follow represents a list of the most common errors we found in our review that represented hundreds of necessary corrections:

- SSBSECT_SCHD_CODE is not WBD or WBM for any type of course and if the course and LEC/LAB hours is CLL
- No CLL on SSRMEET_SCHD_CODE
- SLA on SSRMEET has Session Indicator of 03 in SSRMEET_CATAGORY
- If SLA on SSRMEET has SLA on SSADETL (and vice versa)
- VL section has MB campus code in SSBSECT_CAMP_CODE
- WBM on SSRMEET has WBM on SSADETL
- WBM on SSRMEET has 0 hours in SSRMEET_HR_WEEK and/or SSRMEET_CREDIT_HR_SESS
- WBD on SSRMEET has WBD on SSADETL
- Non WBD, WBM, PRA and IND courses that do not meet contact hours, calculating both those under 100% and those over 100%. 750xContact Hours/number of meeting times.
- Suspect matrix issues, for fall and spring looking at anything before 1500, that is on main campus and not a LAB, PRA or IND that does not match:

	Monday	Tuesday	Wednesday	Thursday
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8:00 - 8:50 am		8:00 -		8:00 -
9:00 - 9:50 am		9:15 am		9:15 am
10:00 - 10:50 am		9:30 -		9:30 -
		10:45 am		10:45 am
11:00 - 11:50 am		Campus Meeting Time		Campus Meeting Time
12:00 - 12:50 pm		12:00 -		12:00 -
1:00 - 1:50 pm		1:15 pm		1:15 pm
2:00 - 2:50 pm		1:30 -		1:30 -
		2:45 pm		2:45 pm

- Suspect matrix issues for summer before 1700 that is on main campus and not a LAB, PRA or IND that cross the 1000-1100 hour, 1300-1400 hour or 1600-1700 hour (for example meets 9am -1235pm etc.).

As a result, we worked with the programming staff in IRT to develop, test, and implement 15 new reports in Webfocus to deliver the necessary information to aid in the course schedule review.

The reports developed include:

System Code	Name
SS0016RB	SCHD WBM & WBD Audit
SS0017RB	CLL Course has LEC or LAB in schedule type
SS0018RB	VL sequence when camp code not MB
SS0019RB	Meeting times block with Schedule of CLL
SS0021RB	PRA,IND,WBM Meeting Hours Audit
SS0022RB	Audit Course numbers ending in 90
SS0023RB	Audit SLA with no 03 session and vice versa
SS0024RB	Audit WBD, WBM attribute and schedule
SS0025RB	Audit CLL schedule types with CLL meeting schedule
SS0026RB	Audit CLL schedule having 01 LEC and 02 LAB
SS0027RB	Audit attribute code for non-M, MB campus
SS0028RB	Audit contact and credit hours for CLL courses

SS0029RB	Audit Lecture classes meeting outside of required
SS0030RB	Audit Lab classes meeting outside of required
SS0031RB	Audit meeting matrix for Main campus

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?

By implementing the above reports, we are able to systematically increase our accuracy for the course schedule review and open the possibility for an overhaul of how we operate during the review. Our most immediate action was to run all of the reports during the Fall 2020 course schedule review process. We continued to print and manually review, in conjunction with running the reports. While the reports were tested multiple times through the development phase, we wanted to use fall 2020 as a “real world” test. We were able to find and clarify some elements within the reports as well as make some tweaks to get the data even closer to what we needed. We will use this same multiple approach review for Spring 2021.

As a next phase, we would like to remove any print and manual review from the process and rely on the reports to provide us the necessary information. Our goal is to do that until a final stage can be implemented, which would allow the departments continual access to add, delete, and alter their courses as needed and have deliverable and regular audit reports sent as needed to the department when corrections need to be made. If we are able to develop such a change, the Registrar’s Office could assist the departments and monitor the audit reports for continued procedural compliance.

Part III: Next Year (2020-2021)

What continuing or new assessment activities are you targeting next year (2020-2021)?

We would like to review and assess the following in the Registrar’s Office next year:

- Assessment of Self Service Banner 9 implementation training (students and staff/faculty)

Title IX

Part I: Last Year (2018-2019)

What changes did you make as a result of last year's assessment (2018-2019)?

Over the past year we have invested in training additional individuals to serve as Title IX Investigators, but were unable to complete the training for some of those individuals as there were limited opportunities for them to shadow a formal investigation. Building capacity in this area will continue to be a focus of our efforts into this next year. We were also more intentional about training student employees on their reporting responsibilities this past year based on the data we collected about where disclosures were being made. This training has continued to evolve, and beginning this coming year, will be available online for any student employee.

Part II: Current Year (2019-2020)

What are your Assessment Highlights for the current year (2019-2020)?

Assessment Area (1 of 3): Number of Disclosures:

Question: What are you assessing?

This year, one of our initiatives was to look at the number of disclosures reported to the Title IX Coordinator and compare the number and types of disclosures received to previous years.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation/Capacity Management (Number of participants, etc.)

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Integrity - Ethical and Responsible Conduct
- Teaching and Learning - Quality, Resources, and Support

Assessment Results:

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

This academic year, the Title IX Coordinator received 127 disclosures that did not feature an employee as the accused. This is a 10% increase from the previous year, and for the type of reports, the largest increase was in the number of sexual assault disclosures received. Despite the 10% increase in the number of disclosures received, the number of alleged policy violations only rose by 1 from the previous year.

	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Sexual Assault	53	45	35	21	28
Sexual Harassment	27	37	21	12	19
Intimate Partner Violence	35	34	22	14	7
Stalking	26	24	19	11	6
Total Alleged Policy Violations	141	140	97	58	60
Total Unique Disclosures	127	115	89	52	54

An increase in disclosures is an indicator that our programmatic efforts to increase reporting is working. The more disclosures we receive, the better idea we have of potential climate issues that need to be addressed, as well as more opportunities to connect students with resources that can support their success.

In addition to reviewing the number of disclosures received for the year, we reviewed the number of disclosures received each half of the year (July 1-December 31 and January 1-June 30) for the 2018-2019 year, as well as the 2019-2020 years.

	July 1-December 31, 2018	January 1-June 30, 2019	July 1-December 31, 2019	January 1-June 30, 2020
Sexual Assault	29	16	25	28
Sexual Harassment	13	24	17	10
Intimate Partner Violence	21	13	20	15
Stalking	10	14	12	14
Total Alleged Policy Violations	73	67	74	67

Total Unique Disclosures	64	48	70	56
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At first glance, the numbers of disclosures received this year appears to follow the same pattern as the year before but the pivot to remote learning and de-densification of Big Rapids likely lead to fewer disclosures that we may have received in a typical year. Thirty-one of the 48 disclosures between January 1 and June 30, 2019 were received after March 13, 2019. Only 5 of the 56 disclosures between January 1 and June 30, 2019 were received after March 13, 2020.

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?

As the number of disclosures increases, the workload on our Title IX Coordinator and deputies increases proportionally. As the Fall semester gets underway, we should look to increase our capacity to respond to these incidents. If the University has a significant in-person presence this upcoming academic year, we will need to resolve the capacity concerns sooner than we would need to if we continue to operate remotely.

The increase in reporting is also a strong indicator that our employee reporting trainings are working. As we implement the new policy and retire the responsible employee title, we should continue to remind and train our community to ensure we maintain the progress we have made in reporting.

Assessment Area (2 of 3): Responsible Employee Training Attendance:

Question: What are you assessing?

We reviewed the number of people who have completed responsible employee training this year using attendance rosters from the Staff Center and individual department sessions.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation/Capacity Management (Number of participants, etc.)

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Teaching and Learning – Quality, Resources, and Support

Assessment Results:

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

Between July 1, 2019 and June 30, 2020, 779 employees completed responsible employee training. This number does not include an additional 178 student employees who were also trained during the same timeframe. This was accomplished through 22 in-person trainings (4 of which were large group sessions with Rebecca Veidlinger), as well as the on-demand online module which was completed by 150 people.

The participation rates varied greatly by division. A large majority of Administration and Finance, General Counsel and Governmental Relations, and Student Affairs completed the training. Approximately half of University Advancement and Marketing and the executive divisions completed the training. Less than a third of Academic Affairs completed the training.

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?

This year's training and attendance data represents a large increase from the previous year, but there is still an opportunity to improve, particularly within Academic Affairs. Over the next year we should work with leadership within their division to encourage participation and attendance in reporting training. Another opportunity is to broaden the trainings we offer that meet these requirements. This will be the third consecutive year of training and we have an opportunity to broaden our community's knowledge base rather than require they complete the same training every year.

Assessment Area (3 of 3): New Title IX Regulations:

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

The New Title IX Regulations released in May 2020 changed the definition of sexual harassment and limited the jurisdiction of a University's Title IX Process. We looked at the disclosures and formal complaints made to the Title IX Coordinator between July 1, 2019 and June 30, 2020, applied the new criteria to determine whether a case would meet the new Title IX requirements, and if not, why they would not.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation / Capacity Management (Number of participants, etc.)

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Integrity - Ethical and Responsible Conduct
- Teaching and Learning - Quality, Resources, and Support

Assessment Results:

Question: What evidence and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

Out of the 127 disclosures the Title IX Coordinator received this academic year, 45 would meet the new criteria, 54 would not meet the new criteria, and 28 disclosures did not include enough information to properly categorize them. It is important to note that while cases may fall outside the jurisdiction of the University's Title IX process, the University still must respond to those incidents in a manner which is not deliberately indifferent.

Out of the 54 disclosures, the most common reason they did not meet the criteria is that the respondent was not affiliated with the University. Cases removed from the Title IX process because the respondent is not affiliated with the University will not see a change in response as our practice has been, and will continue to be, to provide supportive measures to the complainants in those cases. The next most common reason for falling outside the jurisdiction is that the behavior does not reach the threshold for sexual harassment under the new regulations. To meet the hostile environment threshold under the new regulations, the unwelcome conduct must be so severe, pervasive, and objectively offensive that it effectively denies equal education access to the University. Prior to this, the unwelcome conduct needed to be so severe, pervasive, or objectively offensive that it effectively limited access to educational opportunities. This change in definition affects some of the less severe verbal behaviors that were previously covered. Out of the 17 cases, a majority were resolved with an informal conversation while 2 were formally investigated and referred for disciplinary action. The two cases that were formally investigated and referred for disciplinary action involved student employees and the new regulations would not preclude us from addressing the behavior through an employee discipline process.

Within Title IX Jurisdiction?	Number of Disclosures
Yes	45
Not enough information available to determine	28
No, the complainant is not actively engaging in or attempting to engage in a program or activity of the University	2
No, the incident occurred at a location off campus and not affiliated with the University's program or activity	10
No, the respondent is not affiliated with the University	25
No, the behavior does not meet the threshold for sexual harassment as defined in the new regulations	17

Another change in the regulations is a requirement that all interviews with the respondent and complainant include a notice of the allegations and 10 days' notice. For this, and other reasons, police reports cannot serve as the investigative report for disciplinary hearings in Title IX matters. Out of the 127 disclosures received this past year, 22 resulted in an investigation. Of those 22 investigations, 8 of them relied on police reports in the resolution process (6 meeting Title IX criteria). Going forward, the police report can serve as a starting point for an investigator but there

will be additional investigations that the Title IX office or a non-law enforcement investigator will need to complete.

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?

Evaluating the cases from the past year gives us an idea about what to expect this coming year and where we will need to commit our resources. The inability to rely on police reports will result in a significant impact on work hours required to resolve these cases.

Part III: Next Year (2020-2021)

What continuing or new assessment activities are you targeting next year (2020-2021)?

We will continue to assess the number and types of disclosures received by the Title IX office. Additionally, over the next year, we plan to assess the time it takes to resolve each case, as well as look at the supportive measures provided by the University and look at graduation and attrition rates among complainants.

University Center (UC)

Part I: Last Year (2018-2019)

What changes did you make as a result of last year's assessment (2018-2019)?

We worked with our Christian groups to help alleviate noise issues in the ballroom sections. When the other sections of the ballrooms were being used, they agreed to go unplugged, and revise their nightly set-up, or we moved them to another room in the facility.

We utilized the Social Tables software with customers and staff to better meet the customers' set-up needs.

Part II: Current Year (2019-2020)

What are your Assessment Highlights for the current year (2019-2020)?

Assessment Area (1 of 1): Student Staff:

Question: What are you assessing?

Because of the COVID-19 pandemic, we thought it would be beneficial to survey all staff about their comfort level and any special training they would like for Fall. Being a public facility with constant contact with students, faculty, staff, and visitors, our student staff's safety and education were important to us.

We used Survey Monkey and 24 out of 24 student staff members completed the online survey. One student staff member completed the survey twice, hence the reason that it is showing 25 responses.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Criterion Four, Evaluation and Improvement

Assessment Results:

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

The following questions were asked about their comfort level (0 being not comfortable at all to 10 being very comfortable) as part of the online survey conducted:

- How are you feeling about returning to work while COVID-19 is still active?
 - The average score was 7.5/10 were comfortable
- How comfortable do you feel asking someone to wear a Mask?
 - The average score was 7.9/10 were comfortable

The additional following data was acquired from the assessment:

- What training do you feel you need in order to return to a safe environment?
 - Strict sanitary procedures.
 - New procedures of the University Center.
 - Social distancing policy.
- What type of training do you feel you need to ensure a safe environment for others?
 - A strong focus on social distancing and building capacity limitations.
 - I feel that I need to be trained on cleaning and how to talk to students to ensure them they are in a safe environment.
 - Sanitation protocols.
- I feel confident the University Center Leadership can bring me back to work safely.
 - 80% felt comfortable.
- I believe appropriate safety protocols will be in place when I return to work.
 - 82% felt that safety protocols would be in place.
- I understand the importance of completing the Daily COVID-19 Symptom Checker prior to reporting to my shift.
 - 96% answered yes, but I know more information will be provided during training.
 - 4% answered no, I have no idea what the Daily COVID-19 Symptom Checker is.
- What can UC Administrative Staff do to make sure you feel safe while working in the UC?
 - Just making sure that we are all on the same page about how to handle ourselves and others concerning COVID.
 - Provide us with the best PPE.
 - Continue to update us on any policy changes that occur. Continue to make safety of staff members a priority.
 - I am not really scared of the virus, but I have full confidence that the staff will have measures in place to make sure everyone is safe and feels safe.
 - There is not much more that can be done except take precautions at every measure.

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 taken the information provided and have structured part of our training around the University Center Reengagement plans. We will include this as part of the training for the three different areas/student staff positions that the UC has. These areas are the University Center

Common Areas, the University Center Office/Information desk staff, and other areas that our Set-Up Staff utilizes.

We will continue to communicate any updates to our plans as we move through the semester and any changes that are made by the institution with the student staff.

We will continue to emphasize quality customer service to all students, faculty, staff, and visitors, especially with all the changes that have taken place in the University Center.

Part III: Next Year (2019-2020)

What continuing or new assessment activities are you targeting next year (2019-2020)?

The University Center will continue to challenge our full-time and student staff to provide excellent customer service. We will also update training in areas that are identified by staff as needing additional knowledge/skills.

University Recreation (UREC)

Part I: Last Year (2018-2019)

What changes did you make as a result of last year's assessment (2018-2019)?

There were no specific changes made based on last year's assessment. University Recreation only assessed outdoor programming. Leading into 2019-2020, UREC lost its Adventure Coordinator and did not replace that position. However, based off last year's lone assessment, University Recreation needed to assess all areas within the department. First, University Recreation began by assessing the current student employee model for the Student Recreation Center. The next area of assessment was the student career readiness of our student employees when leaving their job at UREC. The third area of assessment was focused on programming of University Recreation, specifically Aquatics, Intramurals, and Club Sports.

Part II: Current Year (2019-2020)

What are your Assessment Highlights for the current year (2019-2020)?

Assessment Area (1 of 3): Student Staffing Model:

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

University Recreation looked at the student staffing model and structure to try and reduce unnecessary positions that would help eliminate some of the student wage allocations. University Recreation has the largest student employee budget in Student Life, and by reducing it, the funds could be used elsewhere in Student Life.

University Recreation broke down each student employee position that is offered in the Student Recreation Center. Number of shifts per position, number of hours for each position per week, and the cost associated with each position were areas of interest when collecting this data. The scheduling software, WhenToWork, was used to determine this data along with an estimated budget provided by WhenToWork's reporting data tool.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Other

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Integrity – Ethical and Responsible Conduct

Assessment Results:

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

By reducing positions that were not productive, and placing more responsibilities on other positions, University Recreation saved \$14,181.75 from their student wage budget. This would have been a savings of just over \$28,000 for the entire academic year. Student employees were given more tasks to complete throughout their shifts, making them more productive and active throughout the day. This enhanced their customer service skills and built better relationships with our patrons. Student employees learned the importance of teamwork. With fewer staff on each shift, they had to work better as a group to accomplish daily tasks.

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?

University Recreation will continue to look at ways to reduce our student staff wages. After assessing one area of our facility, we will be assessing other areas to see if there are similar ways we can help reduce our student staff wage expense. This showed our staff the importance of analyzing and assessing our processes even if they already seem to be working. Hopefully, the University will be able to allocate some of our student wage dollars to other areas of need within Student Affairs.

Assessment Area (2 of 3): Job Skills Obtained by Graduating Student Employees:

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

We assessed our graduating employees on how their time working for UREC has prepared them for life after college, specifically in the workforce. We used a survey on GetFeedback that was sent out to our student employees who were graduating.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Student Learning Outcomes

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Teaching and Learning – Evaluation and Improvement

Assessment Results:

Question: What evidence and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

University Recreation had 14 students who graduated during the last academic year. Based off a scale of 1-5, 4.36 felt they were properly trained and prepared for their job, and 4.18 felt they were well supported by the UREC staff. Out of 7 skills to choose from, the top three skills that students

noted that they gained or enhanced while working at UREC were Conflict Resolution (73%), Communication (73%), and Adaptability (55%).

University Recreation also asked graduating student employees what traits they have enhanced or gained while working at UREC. Leadership, Time Management, and Teamwork were the three most commonly listed.

Based off a scale of 1-5, 3.18 felt their job at UREC has prepared them for a full-time job after college. Equally as important, 4.18 felt UREC is a good place to work on campus and would recommend the job to other 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?

This information shows that while UREC employees are learning and enhancing valuable skills that employers are looking for, they may not see the correlation between these skills and their career after college. UREC has to do a better job at evaluating their employees throughout their time as a student employee, and not just once as they leave. This will help us understand what skills they are not developing so we can help our student employees develop those specific skills.

This will be important for employers to know as well as future student employees. These skills are valuable and are learned or enhanced while working for University Recreation. The focus going forward will be to teach our student employees the value in these skills and how they can translate into a job outside of campus recreation.

Assessment Area (3 of 3): Aquatics Program:

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

University Recreation assessed the new aquatics program, particularly the swim lessons, led by our Coordinator, Anna Douglas. Data was collected through surveys from GetFeedback. Surveys were sent out after the second session of swim lessons.

University Recreation tried to assess the intramural and club sports program. However, due to this year's circumstances, the evidence collected was not sufficient.

Assessment Category:

Question: What category does your assessment initiative fall under?

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

HLC Criterion:

Question: What HLC criterion and core component does your assessment initiative fall under?

- Teaching and Learning – Quality, Resources, and Support

Assessment Results:

Question: What evidence and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

There were only 17 families that took the survey. All 17 families were either satisfied or very satisfied with the new swim program. All 17 families were either satisfied or very satisfied with their swim instructors, and all felt either satisfied or very satisfied that the classes were engaging and fun for their child/children. 94% of respondents felt the aquatics staff was helpful, friendly, and available. 94% of respondents felt water safety was expressed and demonstrated throughout each lesson. All 17 respondents said they would participate in swim lessons at Ferris State again.

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?

Swim lessons continue to be at a high demand in the Big Rapids community. University Recreation will continue to offer multiple lessons per semester. This can potentially be one of the biggest sources of revenue throughout the fiscal year. This shows that given the right resources and hiring a person with the right qualifications, programs and offerings can be done at a quality level. Taking the time to connect with student employees, hold them accountable, and work together to create a program can and does work very well. Having the student employees trust and buy into what you are trying to offer goes a long way, and it showed in the aquatics program.

Part III: Next Year (2020-2021)

What continuing or new assessment activities are you targeting next year (2020-2021)?

University Recreation will continue to assess their student employees' career readiness. This will be done with assessment pieces throughout their working experience and not just when they are leaving. Assessment will be focused on training, support from professional staff, developing employable working skills, and understanding these same skills.

We will continue to assess the benefits of using the Student Recreation Center, working at the SRC, and participating in the programs offered. This can be done by reviewing GPAs, graduations rates, and retention rates.