



FERRIS STATE UNIVERSITY

FERRIS FORWARD

Division of Student Affairs

2020-2021 Assessment Highlights

August 2021

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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: In support of the Ferris State University mission, vision and values, the mission of Student Affairs 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.

With the implementation of the 2019-2024 Ferris Forward Strategic Plan, the Student Affairs Division sees the importance of influencing the direction of the university's future. The Division of Student Affairs continues to remain true to the University's mission, core values, and vision. Dr. Jeanine Ward-Roof, Vice President of Student Affairs, has empowered and challenged the Division to connect our assessment initiatives to one or more of the five Strategic Focus areas of the Ferris Forward Strategic Plan. The Strategic Focus areas and their goals are as follows:

- **Academic Programs and Offerings:** Balancing distinctive and comprehensive programs, Ferris will offer innovative educational experiences that blend theory and practice, allowing graduates to flourish in our dynamic, global society.
- **Enhancing Resource:** Engaging all stakeholders, faculty, staff, alumni, and community members, Ferris will implement innovative strategies to enhance University resources.
- **Institutional Effectiveness:** As demanded by our Core Values, Ferris will advance the University's mission by promoting a university-wide culture of effectiveness and connectedness, led by transparency, innovation, and accountability.
- **Pride and Community:** Striving to share our proud story, Ferris will provide members with empowering experiences and partnerships.
- **Student Success:** With students at the center of everything we do, Ferris will continue to demonstrate our commitment to their success through recruitment in targeted markets, integrated support services, and intentional career development experiences.

The following are highlights of the assessment initiatives from the Division of Student Affairs for the 2020-2021 academic year:

Admissions (Enrollment)

Part I: Last Year (2019-2020)

What changes did you make as a result of last year's assessment (2019-2020)?

We were able to complete the transition to test optional during the COVID-19 shutdown of in-person interactions on campus.

Part II: Current Year (2020-2021)

What are your Assessment Highlights for the current year (2020-2021)?

Assessment Area (1 of 1): Program Changes:

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

This year we reviewed the number of program changes prior to admission and/or enrollment. With the movement and reduction of staff, process evaluation became necessary. Through the collection of Banner data, we identified a specific process of our work which is done manually. This process is time consuming and often redundant.

We found that over the past 3 years, we process manual program changes prior to an admission decision or after admission, but prior to enrollment at a rate of 44%. These program changes can be in part due to the request of a program on a student's application in which they are not eligible based upon admission criteria, or the program they request does not allow for FITAC admission, or the students requested a program change after admission but prior to enrollment. These changes all occur prior to any type of advising with the college. The second area of manual program changes takes place during orientation, prior to registration. On average during past orientation check-ins, approximately 300 program changes take place prior to any engagement with the student's advisor. On average, a manual program change takes approximately 1-2 minutes. At orientations check-in, that is an additional 5 hours devoted to program changes over the course of the 12 sessions.

Assessment Category:

Question: What category does your assessment initiative fall under?

- At this time this assessment falls under "other." It is the hope that through collaboration and communication, student learning will occur in regard to having a more streamlined program change process prior to admission.

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Enhancing Resources

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?

This assessment will be in two parts; therefore, at this time, our assessment has taught us that to save time and resources, we need to streamline and improve our processes for program changes. It is important to process program changes prior to the student's admission or enrollment, and this includes colleges making connections earlier in the admission cycle. We hope that next year's assessment will show that through the changes and collaboration made, there is a reduction in program changes, along with earlier communication and advising from the colleges.

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 hope to collaborate with the colleges on a communication plan that allows for additional pre-advising prior to any request for a program change from that which was recorded on the original admission program request. We have already seen changes due to the Provost Office recently initiating a directive that essentially conveys, "Admissible to the university, admissible to the college." This means that students in the past who were normally admitted to General Studies, now have a place within their college regardless of admission criteria. We have also updated the admissions letter to reflect admission to their college instead of specific program information. This sets up the potential for further communication from the college about specific program identification and advising.

Part III: Next Year (2021-2022)

What continuing or new assessment activities are you targeting next year (2021-2022)?

For next year's assessment, we will continue to watch the number of program changes and collaborate with the colleges for a better communication/pre-advising plan.

Admissions (Orientation & Student Events)

Part I: Last Year (2019-2020)

What changes did you make as a result of last year's assessment (2019-2020)?

As a result of last year's assessment as well as the continuing limitations of the COVID-19 pandemic, we utilized online orientation again for the incoming class of Fall 2021. Based on survey results, we knew this would be an appropriate and safe way to onboard students while focusing on key highlights, such as one-on-one class registration. Although sentiment from students has changed over the past year regarding the desire to engage virtually vs. on-campus with other students and the campus, we utilized this opportunity to expand on the information available in our online resources and improved our communication on processes. We also hired orientation leaders to participate in calling campaigns after normal business hours, from 4pm-8pm each weeknight, to connect with incoming students. Topics discussed during the phone calls included completing orientation, signing up for housing, and registering for classes with an advisor. Upon the start of the fall semester, these orientation leaders will also facilitate a check-in call with each incoming fall 2021 student to see how their transition to Ferris is going and to put them in contact with appropriate support services as necessary.

Part II: Current Year (2020-2021)

What are your Assessment Highlights for the current year (2020-2021)?

Assessment Area (1 of 1): Online Orientation:

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

The orientation process for students enrolling in the Fall 2021 semester remained online due to the COVID-19 pandemic. Based on positive outcomes from the previous year related to offering one-on-one advising and ensuring the safety of our students during the uncertainty of the pandemic, we proceeded to plan an online experience with further expansion on the presentation slides offered.

The following data is compiled from ADG analytics in our online orientation system and results from a survey that students complete after concluding online orientation, but before registering for classes.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Customer Satisfaction

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Strategic Area: Student Success
 - Key Targets: Increase student enrollment to 13,000 by 2024

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?

- 1) **Participation** - As of July 12, 2021, there are 1,837 active FTIAC and transfer students who have completed online orientation for the fall 2021 semester. There are 62 additional students who completed the fall 2021 semester online orientation who have cancelled their application. These numbers will continue to develop through fourth day count (September 2, 2021). Of the 1,837 active, 416 are transfer students, 1,429 are incoming freshman, and 6 are readmits.
- 2) **Customer Satisfaction** - All students going through online orientation were given the opportunity to complete a survey at the end of the module. Of the 1,899 (active and inactive) students who completed online orientation since January 15th, 2021, 1279 (67.35%) completed the survey. Of those that completed the survey, 76% were freshman and 24% were transfer students. Their feedback is as follows:
 - Satisfied with the online orientation experience- 4.45 out of 5
 - Increase from 4.37 in 2020
 - Feel prepared to be a student at Ferris- 4.12 out of 5
 - Increase from 4.07 in 2020
 - Online orientation portal is user-friendly and easy to navigate- 4.61 out of 5
 - Flat with 2020
 - My needs/concerns were addressed- 4.24 out of 5
 - Increase from 4.19 in 2020
 - Net promoter score (scale of 0-10) - 61% promoters (9-10); 29% passives (7-8) m; 9% detractors (0-6, with most being 5-6).
 - 46% promoters (9-10); 36% passives (7-8) m; 19% detractors (0-6, with most being 5-6).
 - Compared to the 2019 on-campus orientation net promoter score - 70% promoters; 26% passives; and 4% detractors out of the 419 respondents.

Qualitative comments are overwhelmingly positive and include the following:

- “Loved the online orientation. Gave me more of a grasp on what I need to do for my upcoming school year.”
- “I appreciate the part of the presentation that talked about consent. I feel like the way that the animation assisted with the overall message was awesome, accurate, and easy to understand. I feel that the message was something any and every one can learn from, especially the portion where it talked about how an indirect no does not mean yes.”
- “Overall, I really enjoyed how this orientation was laid out and I think Ferris did a great job providing an online format while still making it enjoyable.”
- “I’m happy to be a bulldog!!!”
- “College scares me but this orientation helped me.”
- “A nicely polished and informative resource.”

Comments that reflect room for improvement:

- “It was helpful. Some of the links it told me to go to in MyFSU didn't really work though.”
 - “I would have liked to see more information about how the campus is handling the Covid19 virus.”
 - “\$80 is ridiculously overpriced for an online orientation where all I did was read.”
- 3) **Phone Campaign-** Beginning May 3, 2021, orientation leaders began working remotely to contact admitted students who had not completed online orientation. Calls took place weekdays between 4pm-8pm, through July 12, 2021, where online orientation leaders made a total of 6,476 calls to students, working their way through the admit pool twice. As a breakdown, 17% of calls went unanswered, 61% of calls were left as voicemails, and 22% of calls resulted in conversations with students. While only a very small percentage of calls converted as orientation completions, just over 10% of calls resulted in student cancellations. Despite this seeming negative in nature, it has helped to narrow our focus to a specific group of students, including inviting this pool of students to our New Student Welcome Celebration event. This event will kick-off on-campus programming, and is scheduled to begin on July 30, 2021.

Explore Possible Actions Based on Assessment:

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

Based on the outcomes above, we have continued to routinely stay attentive to online orientation in an effort to keep it relevant. We continue to collaborate with campus partners to ensure that any changes in information is shared with the Orientation Office and subsequently to our students. This collaboration has contributed to the increase in large promoters and positive feedback for the 2021 online orientation. Currently on-campus orientation survey levels are totaling close to 2019. We also added a ‘Bulldog Buzz’ tip to the orientation deposit screen indicating that the students’ \$80 orientation deposit not only pays for their online orientation, but also funds the annual Bulldog Beginnings Welcome Week campus activities, in which all students’ involvement is encouraged. Phone campaigns are anticipated to expand to a year-round model to aid with transition check-ins for all incoming students, to aid in admissions processes, to check in with students regarding FAFSA guidelines, and to promote earlier orientation interaction.

Part III: Next Year (2021-2022)

What continuing or new assessment activities are you targeting next year (2021-2022)?

For next year, there is a possibility to assess online orientation while considering whether a hybrid model supplement, along with an on-campus orientation experience, would best serve incoming students. As the online platform is a wealth of knowledge that can be absorbed at a student’s own pace, it may be encouraged that a student completes online orientation prior to attending on-campus orientation and class registration. Logistics will need to be determined for how processing and registration will occur to provide a seamless experience for students. We must build on the momentum of the student experience and carefully consider changes to processes as we reengage with in-person planning.

Admissions (Process & Recruitment)

Part I: Last Year (2019-2020)

What changes did you make as a result of last year's assessment (2019-2020)?

Parent/Family Member Engagement

The assessment conducted for Fall 2020 revolved around the new parent/family engagement initiative. We know that parents continue to be involved with the college enrollment process and they are influencing the decisions that students make during their time in college. Over the past year, we have experienced more engagement with the Parent Facebook Page, with posts being broader and more in-depth, and students and parents answering/responding to questions. The number of members is currently 634 compared to 250 members a year ago. The parent portal continued to have success with 507 new users from September 2020- July 2021. This year there has been an increase of parent data collection, parent messaging, and collaboration with our partner EAB.

Part II: Current Year (2020-2021)

What are your Assessment Highlights for the current year (2020-2021)?

Assessment Area (1 of 1): First-generation students:

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

Over the course of the last several years, the university has recognized the importance to recruitment and admit the First-generation student population. As the landscape has changed, this specific group has increased amongst all institutions and has become a part of the competitive market. The data is collected via the survey tool, Get Feedback, and through our financial aid leveraging partner.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction / Customer Service
- Student Learning Outcomes
- Other

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Student Success area of the strategic plan. There is a deep commitment to helping students demonstrate success from recruitment to enrollment to graduation. This is inclusive of expanding access through targeted recruitment efforts.

- Increasing overall student enrollment by 13,000 by 2024. First generation students are a category that will help achieve this goal.

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?

Recruitment, Admissions, and Yield

The admissions office engaged early on with first generation students. In 2014, we started by being a part of the “I’m First Organization,” recognizing Ferris as a leader in helping first generation students reach their goal to be a college graduate. Since then, the university created a student organization, surveyed first generation students, and worked in developing additional plans. In 2018, the university, with a collaborative effort between Student Affairs and Academic Affairs, applied to be a part of the inaugural 2019-2020 cohort of First-Gen Forward Institutions by the Center for First-Generation Student Success and the National Association of Student Personnel Administrators (NASPA).

First generation students can come from a variety of socio-economic backgrounds, locations, and high schools. This Fall, for students who filed a FAFSA, 23.8 % of transfer and first year students are confirmed to be first generation students. First generation students are typically underreported as not all students file a FAFSA. When reviewing the yield of a first-generation student, according to the data and work with our leveraging partner, the following information was examined (Figure 1):

FIGURE 1

View: High School		By: First-Year and Transfer First Generation				
High School	Admitted	Confirmed	Last Year Final Confirmed	Pending	Confirmed & Pending	Yield
West Ottawa High School	20	4	2	12	16	20.0%
East Kentwood High School	18	4	5	11	15	22.2%
Cass Technical High School	15	2	2	11	13	13.3%
Fremont High School	14	6	3	8	14	42.9%
Hart High School	14	5	5	6	11	35.7%
Wyoming High School	13	4	4	7	11	30.8%
White Cloud High School	12	7	1	2	9	58.3%
900006	11	3	8	6	9	27.3%
Grand River Preparatory High S..	10	1	0	6	7	10.0%
Hesperia High School	10	4	1	5	9	40.0%
Holland High School	10	2	3	5	7	20.0%
Hopkins High School	10	3	2	6	9	30.0%
Ionia High School	10	6	2	3	9	60.0%
John Glenn High School	10	8	0	2	10	80.0%
Lakeview High School	10	1	3	9	10	10.0%
Rockford Senior High School	10	7	3	2	9	70.0%

The information finds that 13 of the 15 identified schools listed as a top school for first generation students are within 100 miles and are less than 90 minutes away. The variety of schools between rural and urban are evenly distributed. There has been an increase of confirmed first-generation students in 2021 compared to the previous year (67 in 2021 compared to 44 in 2020). This recognizes the work and efforts to recruit, admit, and yield first generation students from our top high schools. One school where we had the highest

yield (not shown here), is Jackson High School. Shari Chamberlain, the recruiter who oversees that area, has proven to be successful in the yield rate, with an 88 % yield rate of first-generation students (8 out of 9 students are confirmed).

Students fill out a post application survey through Get Feedback where they can self-identify as a first-generation student. Orientation includes additional information for the onboarding process of our first-generation students.

First-generation students also assist the university to reach our academic goals as presented in Figure 2. As noted below, these students are academically sound and have a likelihood to succeed. Included in Figure 3 are the goals set forth by the university and where we align in attracting first generation students regarding their need-based packaging.

FIGURE 2

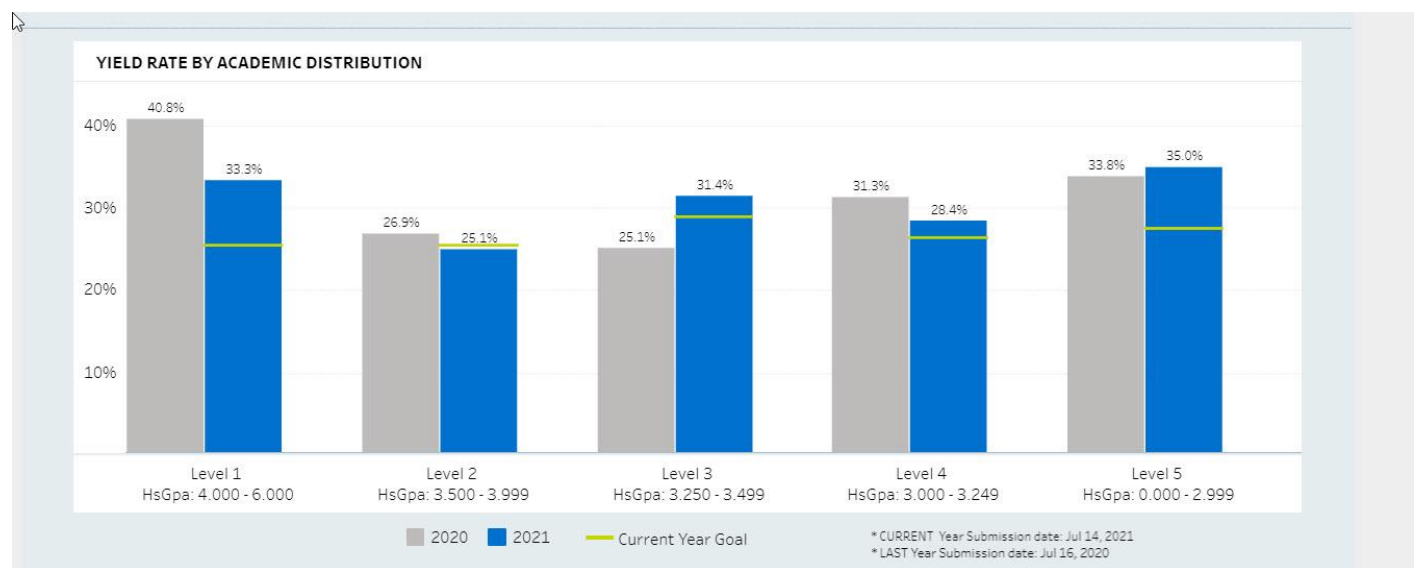
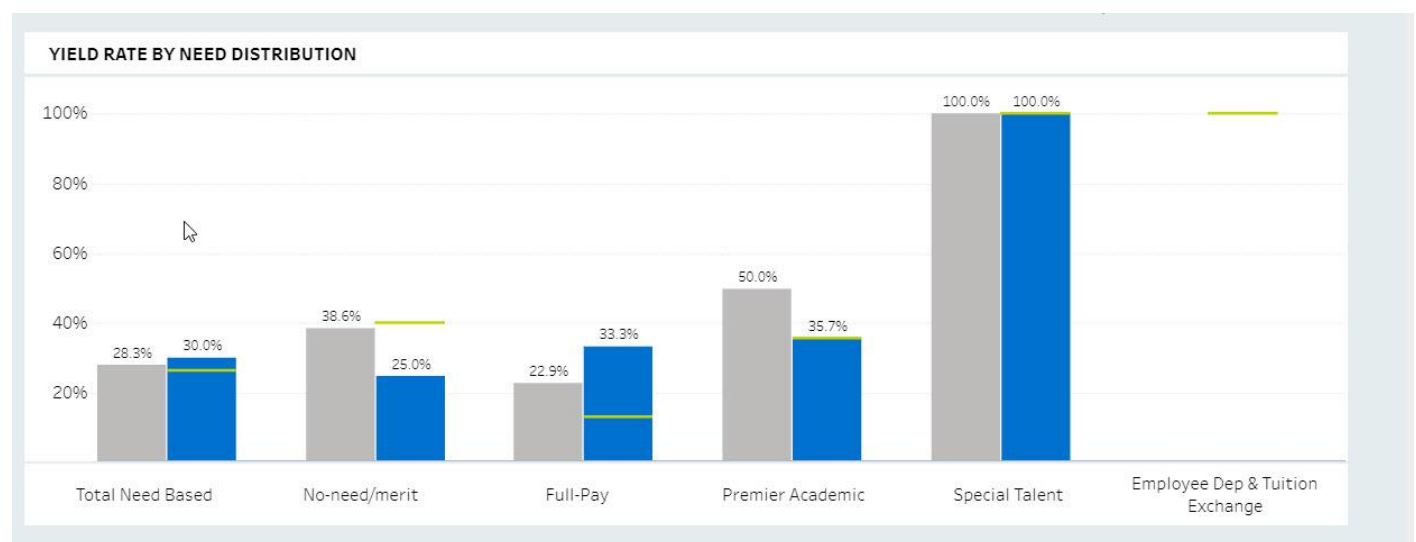


FIGURE 3



Retention

We, as a university, have two ultimate goals for our students: Student Success and Graduation. Our first-generation work group contributed toward these goals:

2019-2020 accomplishments as a First-Gen Forward Institution included:

- Creation of a First-Gen workgroup comprised of faculty and staff of 10
- Creation of an institutional definition of First-Generation
- Identification of First-Gen Allies
- Establishment of a Registered Student Organization for First-Gen students
- Implementation of programming for the national First-Gen celebration week

2020-2021 accomplishments as a First-Gen Forward Institution included:

- Implementation of weekly workshops for students
- Establishment of a comprehensive website and social media presence
- Update website information
- Development of a First-Gen handbook
- Celebration of over 200 First-Gen students with distribution of First-Gen graduation cords
- Administration of surveys and focus groups to obtain feedback from students
- Creation of a video story database of First-Gen experiences
- Establishment of the First-Gen Student Scholarship fund

Upon the completion of our second year as a First-Forward institution, we were asked to apply to become a First Gen Forward (FGF) Advisory institution because of our continued commitment to First-Gen success and compliance with all FGF requirements. Ferris received approval as a First Gen Forward Advisory institution in May 2020.

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 support first-generation students, to identify them earlier in the process, and work closely with the families of those students who identify under this category. Another action that may be implemented is to peer-match a current identified first-generation student with a prospective first-generation student, to help increase yield and retention. Tracking the graduation rates of the first-generation students closely will help with the efforts of the university goals.

Part III: Next Year (2021-2022)

What continuing or new assessment activities are you targeting next year (2021-2022)?

Next year in collaboration with Angela Roman, the assessment will be to evaluate the work of the Student Affairs Retention Committee, and the student outcomes affiliated with the work.

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

Part I: Last Year (2019-2020)

What changes did you make as a result of last year's assessment (2019-2020)?

Birkam Health Center:

Last year, we measured the number of students who presented with pharyngitis (sore throat) who were appropriately tested for streptococcal and diagnosed with streptococcal pharyngitis or tonsillitis. We wanted to analyze the approach and treatment for this common complaint to ensure we were and are providing high quality health care in conjunction with evidence-based guidance. By understanding that our current approach is in line with best practices, we can ensure that we are appropriately diagnosing and treating acute pharyngitis and avoiding the overuse/overprescribing of antibiotics. We will continue to measure this metric as well as others for quality improvement/quality control measures. We will also use this knowledge to continue to properly educate patients on why we treat the way we do.

Personal Counseling Center:

By measuring utilization every year, it allows us to monitor student access to high quality mental health services. This metric is used often to track trends, expand services, and remove barriers. We also measured group therapy participation. Unfortunately, we believe the health pandemic skewed the data, but did find that group participation was increasing from the previous spring semester, specifically before spring break. To us, this indicates that we introduced the option of group therapy a little late. However, we can advertise and spread the word about group offerings earlier in the academic year. We also found that some of our individual clients expressed that group work increased feelings of anxiety, which tells us that the majority of the population to market towards the group therapy option is not current clients as a whole.

Part II: Current Year (2020-2021)

What are your Assessment Highlights for the current year (2020-2021)?

Birkam Health Center:

Assessment Area (1 of 1): Utilization of the PHQ-9 Form:

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

We assessed the utilization of the PHQ-9** form for measuring patient's mental health status upon their visit. We collected the data through the Mediat EHR program by gathering the number of PHQ-9 forms that were completed and comparing that to the number of patients we saw for the visits in which the form is offered.*

*PHQ-9 Form offered for following appointment types:

- ADHDIntake
- GynDepo
- ImFLU
- ImHepB
- ImMulti
- Immun
- Injury
- IUDImplant
- LabOnly
- MHExtended
- MHVisit
- OV30min
- OVextended
- OVReg
- PRGRreq
- RNAAssess
- SPORT
- STDScreen
- TeleBC
- TeleILL
- TeleMH
- Tbstest
- WomensOther
- WellVisit
- WHAnnual

**PHQ-9 Form asked the following question:

Over the last 2 weeks, how often have you been bothered by any of the following problems?

- Little interest or pleasure in doing things
- Feeling down, depressed, or hopeless
- Trouble falling/staying asleep, sleeping too much
- Feeling tired or having little energy
- Poor appetite or overeating
- Feeling bad about yourself or that you are a failure or have let yourself or your family down
- Trouble concentrating on things, such as reading the newspaper or watching television
- Moving or speaking so slowly that other people could have noticed. Or the opposite; being so fidgety or restless that you have been moving around a lot more than usual
- Thoughts that you would be better off dead or of hurting yourself in some way

If you selected that you are experiencing any of the problems on this questionnaire, how difficult have these problems made it for you to do your work, take care of things at home, or get along with other people?

Interpreting PHQ-9 Scores

- Minimal Depression: 0-4
- Mild Depression: 5-9
- Moderate Depression: 10-14
- Moderately Severe Depression: 15-19
- Severe Depression: 20+

Actions based on Scores

- < 4: Suggests the patient may not need depression treatment
- >5 – 14: Clinician uses clinical judgement about treatment, based on patient's duration of symptoms and functional impairment
- >15: Warrants treatment for depression, using medication, psychotherapy and/or a combination of treatment

Assessment Category:

Question: What category does your assessment initiative fall under?

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

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- **Student Success**
 - Increase the overall first-year retention rate to 75%
 - Improve the overall six-year graduation rate for full-time FTIAC bachelor degree-seeking students to 65%

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 found that out of 1575 patient visits, the PHQ-9 was completed 956 times. This results in a 61% completion rate. We believe this data point is low based on how we can measure this data point. The PHQ-9 is offered every 14 days, so if a patient returns for another visit within 2 weeks, they will not be presented with the form. The higher the number of completions, the better chance the Health Center and its providers are able to offer intervention for someone who may be experiencing mental health challenges.

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 students seek care at Birkam Health Center for any reason, we see an opportunity to screen students for mental health concerns. By understanding their basic mental health status, we could provide early intervention to students who may be experiencing negative mental health issues.

This becomes extremely important with suicidal ideation and concerns. We will continue to educate students on the importance of answering this form. We will also develop written clinical pathways for patients dependent on their answers in PHQ-9 to ensure they receive the mental health resources needed.

Part III: Next Year (2021-2022)

What continuing or new assessment activities are you targeting next year (2021-2022)?

Next year, we will be exploring our price points for healthcare offerings. By evaluating the costs for services for those without insurance, we can identify potential financial burdens that students may be experiencing and help to decrease those barriers to access to care.

Personal Counseling Center:

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

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

We measured the overall client utilization using Mediat EHR and specific reporting systems within the program. We measure the 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.)

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?







- **Student Success**
 - Increase the overall first-year retention rate to 75%
 - Improve the overall six-year graduation rate for full-time FTIAC bachelor degree-seeking students to 65%

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 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 high levels of virtual learning and engagement. The numbers show that these services are being utilized by students in a significant way more than last year. All of our services were

offered virtually all year for the first time, and we saw an increase in participation of services from last year and are more on par with previous years.

Dates	AY18 (8/28/17- 5/4/18)	AY19 (8/28/18- 5/10/19)	AY20 (8/26/19- 5/8/20)	AY21 (8/31/2020- 4/30/2021)	FY18 (7/1/17- 6/30/18)	FY19 (7/1/18- 6/30/19)	FY20 (7/1/19- 6/30/20)	FY21 (7/1/2020- 6/30/2021)
Client Volume	2364	2979	2092	2400	2585	3268	2352	2580
Change in Year (%)		21% 	30% 	13% 		21% 	39% 	9% 

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 believe these numbers support the continuation of offering a portion of our services virtually as there was no negative effect in utilization due to this change in access to service. We believe by removing a perceived barrier of physical participation, we are meeting some students where they are.

Part III: Next Year (2021-2022)

What continuing or new assessment activities are you targeting next year (2021-2022)?

In the 2022 academic year, the PCC will be building and launching a strong campus mental health programming objective. We understand that spreading the word about mental health care and the importance of seeking services will promote suicide prevention and overall wellbeing. We plan to measure programming engagement and pre & post learning objectives.

Center for Leadership, Activities and Career Services (CLACS)

Part I: Last Year (2019-2020)

What changes did you make as a result of last year's assessment (2019-2020)?

CLACS made the following changes:

- We implemented Bulldog Points. When a student checks in to an event or completes an experience and it is recorded into Bulldog Connect, the student will receive points that can be used to purchase swag and prizes. This encourages participation in campus activities and the use of Bulldog Connect.
- We held the Diversity and Inclusion Summit again, moving it to a weekday, which resulted in increased attendance, even though it was held virtual.

Part II: Current Year (2020-2021)

What are your Assessment Highlights for the current year (2020-2021)?

Assessment Area (1 of 3): Peer Success and Involvement Coaching Program:

(Submitted by: Alyssa White and Angela Roman)

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

The question assessed is, "How effective has the Ferris Peer Success Coaching Program been to first year students?" This question will be answered by seeking the students' feedback, as well as looking at success markers, such as GPA and campus involvement. The hypothesis is that the more contacts a student has from their coach, the more effective the program will have been to them. A satisfaction survey was sent to all students in the program and, for those who participated in the survey, a deeper data analysis was completed on those students that completed. 46 participants completed the survey and are a part of this assessment.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Satisfaction
- Student Success and Participation

Ferris Forward Strategic Plan (2019-2024):

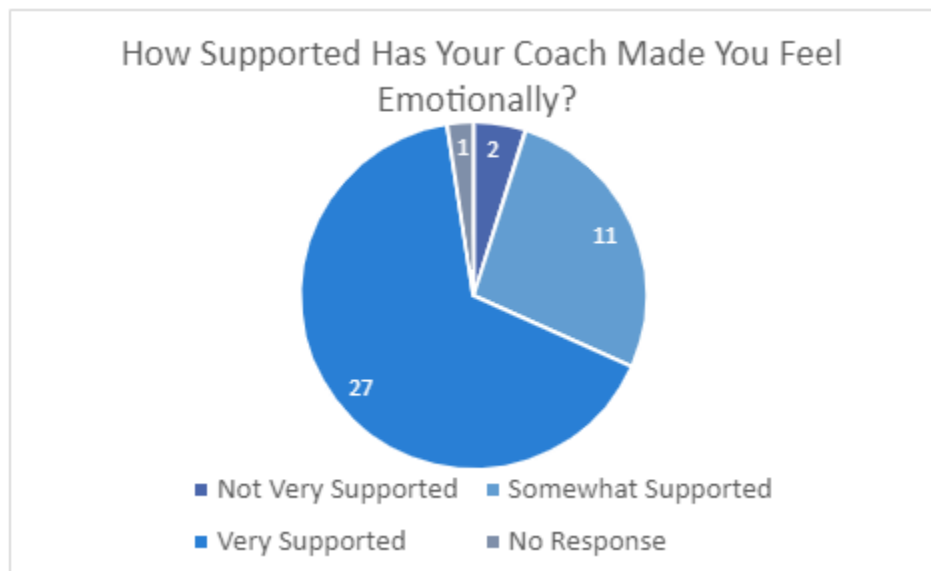
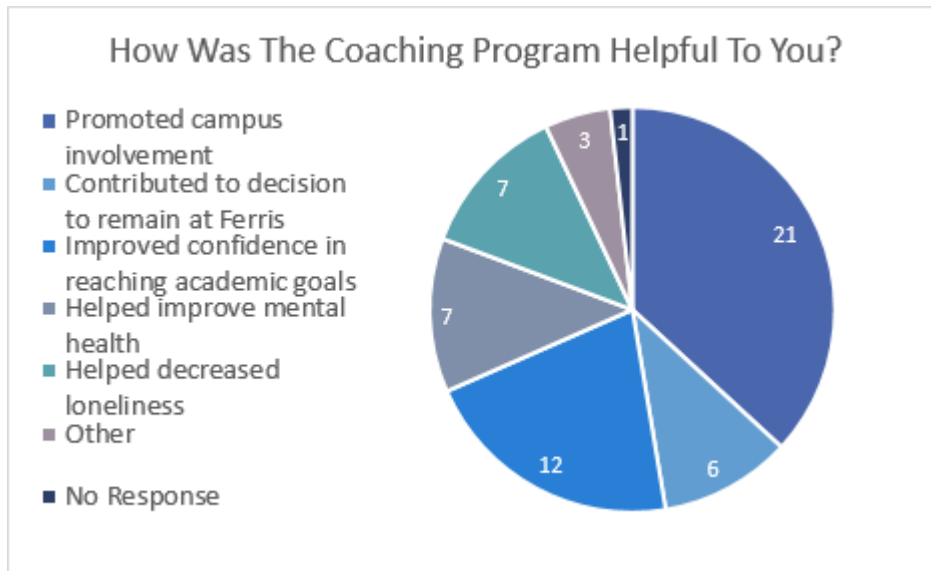
Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Student Success Initiative 2 – Champion degree completion and ensure a clear path to success
- Pride and Community Initiative 1.3 – Develop a sustainable program to ignite pride and excitement among internal and external communities.

Assessment Results:

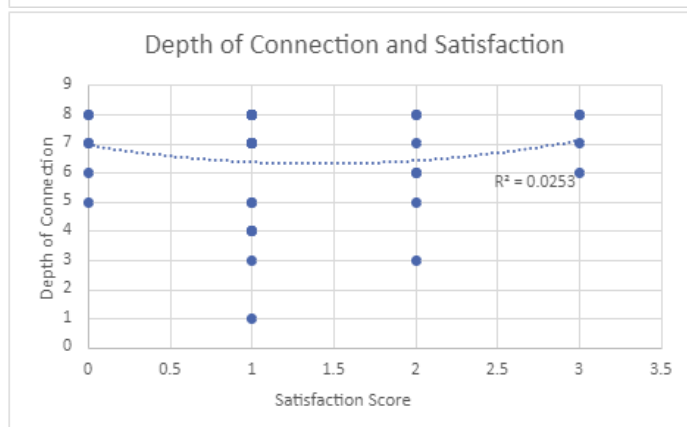
Question: What evidence and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

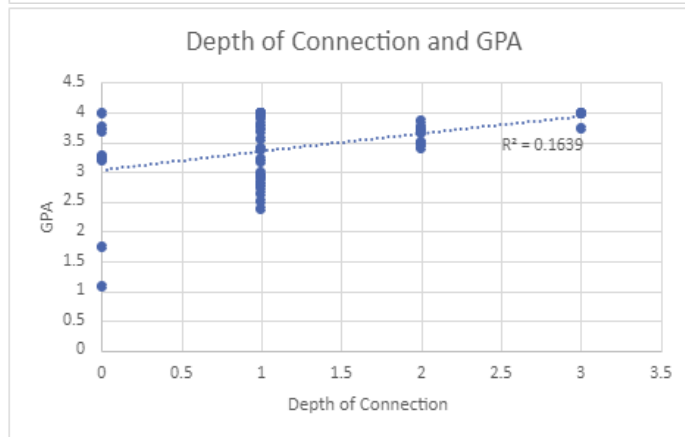
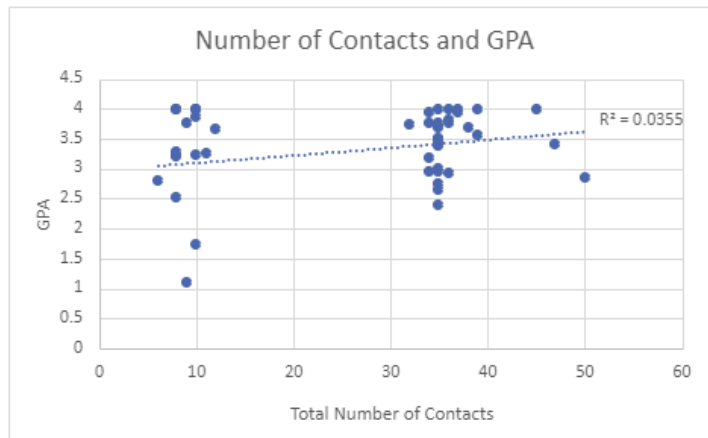
The assessment results show that most students were very satisfied with the coaching program. Students felt welcomed, supported, and satisfied with the program.

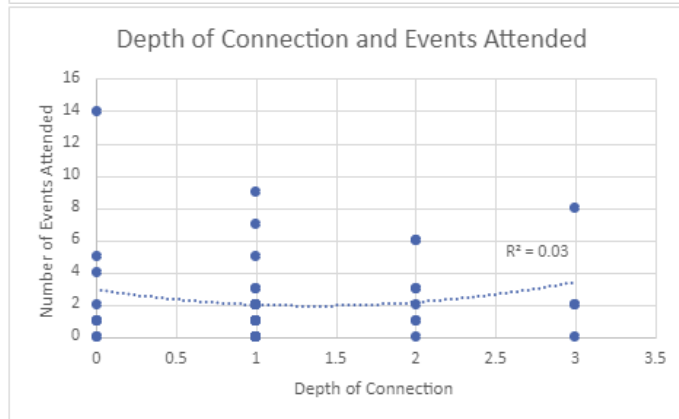
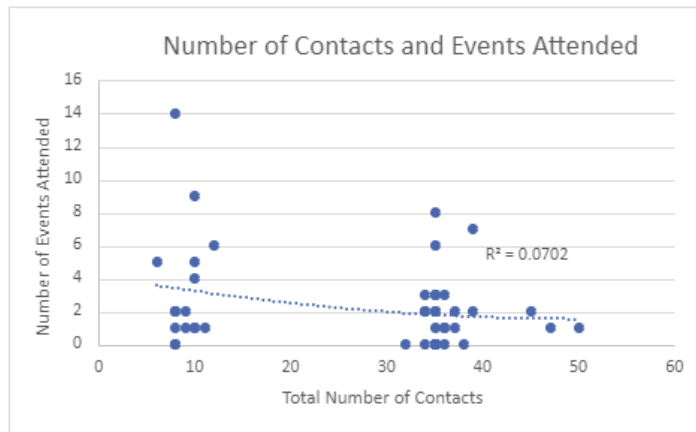


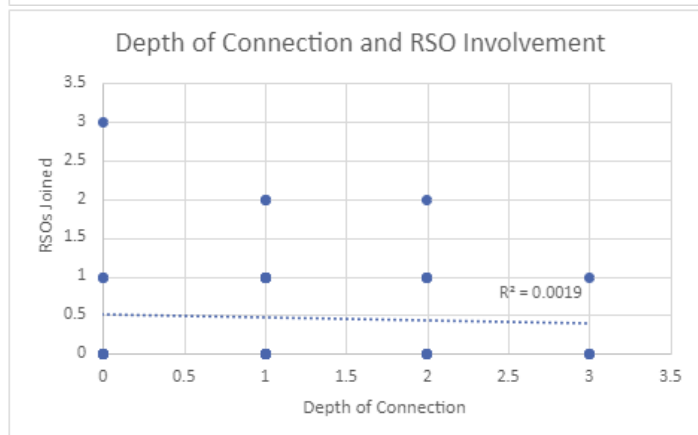
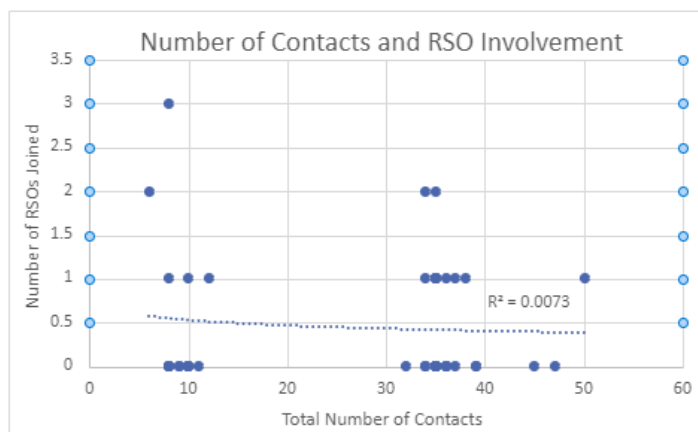


The demographic data correlated to the number of contacts by coach are:









We learned that our participants' GPA was higher for the students who were more engaged with their coach. This was a goal of the program. We also discovered that the number of contacts and depth of contacts were about similar; therefore, our emphasis will not change on the variety of communication we provide. We were surprised at the minimal impact a coach had on attending events and joining an RSO.

Explore Possible Actions Based on Assessment:

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

The Peer Success and Involvement Coaching program will continue because of the satisfaction results and the impact it had on students. We are increasing the number of coaches for the next academic year to give more time for connections to take place.

The coaching staff will continue to offer a variety of ways to connect to each student, but will focus on increasing the response rate from participants, in hopes to increase success factors.

An important goal of the program was to get students involved on campus so we were surprised by the minimal event attendance and RSO participation. Even though we held events and encouraged joining RSO's, involvement was down across campus this past year, but was likely due to the pandemic. We will continue to emphasize getting involved in the next year and review this goal at the end of Fall 21 so that we can make changes as needed for Spring 22.

Assessment Area (2 of 3): Registered Student Organization (RSO) Needs:

(Submitted by Nicholas Smith)

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

We wanted to know how RSOs were doing through the new virtual environment. We surveyed students in the Fall semester and called RSO presidents directly in the Spring to determine how they were operating and how the CLACS office might help them.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Student Success and Satisfaction

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Pride and Community Initiative 1.3 – Develop a sustainable program to ignite pride and excitement among internal and external communities.
- Pride and Community Initiative 3 – Identify, create, and pursue opportunities that strengthen student-focused partnerships with local communities.

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?

In the Fall, we sent a survey to all RSOs and had 31 responses. Through that survey, we confirmed that event attendance was down. We also learned that morale was down for RSO members.

In the Spring semester, CLACS professional staff made phone calls to over 200 RSO presidents to check in and see how the groups were doing. A few things that were discovered were:

- Most presidents really appreciated the call.
- RSOs have been struggling with recruitment. Virtual Bulldog Bonanza and the Virtual Spring RSO Fair had very few attendees.
- Most groups are still very positive and proud of being able to have virtual meetings and events.
- A few have not updated Bulldog Connect with new officers but did know how to do it.
- Club Sports have had the most struggles as they have not been able to recruit, practice, or compete.

Bulldog Bonanza had 61 different RSOs participate through Easy Virtual fairs. The Spring RSO Fair had 56. This was low attendance based on previous in-person RSO fairs.

Explore Possible Actions Based on Assessment:

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

We made some immediate changes based on the pandemic guidelines and what RSOs were telling us about recruitment. An “RSO of the Day” campaign was held in Spring 2021. RSOs were able to staff a recruitment table in the UC and the CLACS office completed a marketing campaign to encourage student participations. We also added incentives for RSOs to plan virtual events.

A series of RSO workshops were implemented virtually that ranged from fun group leadership topics to important operational instructions.

Next year, we will continue to reach out to student leaders so they are aware of engagement opportunities and know what support is available. We will be planning intentional activities and awareness campaigns around RSO resources as we reengage and create excitement for Fall 2021 opportunities.

Assessment Area (3 of 3): Career Center Satisfaction and Needs:

(Submitted by Michele Albright)

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

A survey was given to participants of the spring 2021 Graduation Fair to assess the following:

- How well graduates feel prepared to enter their careers.
- What % of respondents have used the Career Center.
- How graduates feel the Career Center can help them.
- How satisfied they were with the service received from the Career Center.
- What the respondent’s plans were immediately after graduation.

The survey was provided as a QR code which participants could access on their mobile devices. Paper copies of the same survey were provided at the table for those that preferred to write out their responses. There were a total of 183 respondents.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Needs Assessment
- Satisfaction

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Institutional Effectiveness Initiative – Engage in a thorough review of University structures and processes
- Student Success Initiative 3 – Position career readiness and ExperienceShips at the center of a Ferris State education

Assessment Results:

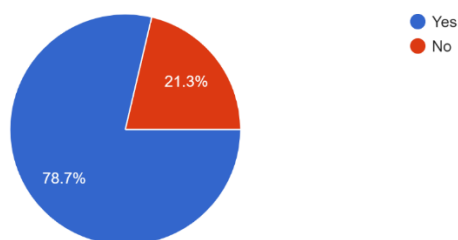
Question: What evidence and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

From the following responses, it is apparent that a majority of respondents feel that they are well prepared for their career. Just over half have used the Career Center during their time at Ferris. 91.25% of those who used the Career Center scored their satisfaction with a 4 (22.5%) or 5 (68.75%) star rating. Plans after graduation indicate that 33.3% were beginning employment, 26.2% were seeking employment, 10.9% were currently employed, and 18.6% were planning to begin Graduate School.

These statistics indicate that about 44% had secured employment, with a healthy percentage of students planning to continue their education. The 26.2% still seeking employment may need assistance with career decisions and preparation or may be prospects for continued studies. The percentage of still seeking is interesting to compare with the number of new graduates that feel unprepared, 21.3%. While a majority of respondents state that career related help is not needed at the time, requests for resume and job hunting assistance tied for first, followed by interview preparation, digital networking, and occupational research and evaluation of offers. Perhaps the services that were chosen first are because of the awareness of them. However, it is apparent that graduates are aware of changing trends in hiring due to digital networking, applicant tracking systems, and video interviewing.

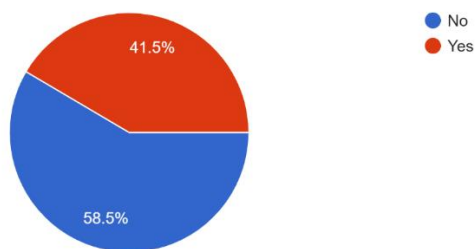
Do you feel prepared for your career?

183 responses



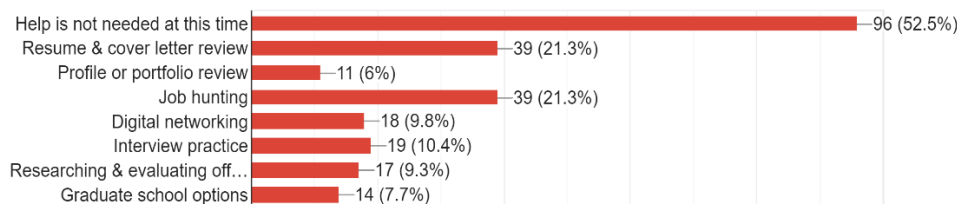
Have you used the CLACS Career Center during your time at Ferris?

183 responses



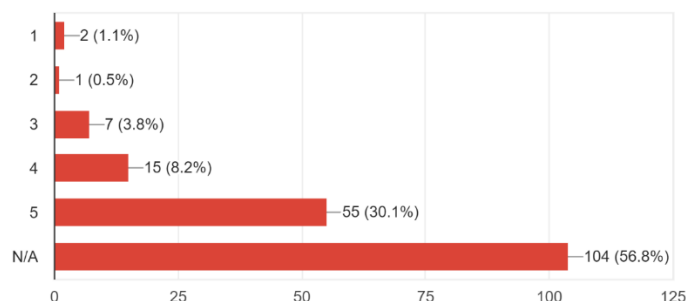
In which ways can the CLACS Career Center help you?

183 responses



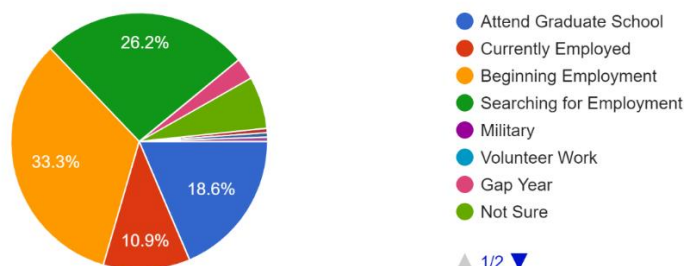
How satisfied are you with the CLACS Career Center?

183 responses



What is your plan after graduation?

183 responses



Explore Possible Actions Based on Assessment:

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

We have learned that students are satisfied with the Career Center but many are not aware of the office services. In addition, although most students present a perspective of self-confidence in their preparation and next steps, there is a significant gap between their projected confidence and the percentage of graduates that lack a post-graduation plan or placement. This supports a need for intentional and embedded career planning services and experiences throughout their education. By increasing awareness and working more closely with faculty, Career Center connections with students will also increase.

This survey provides surface data, which when drilled deeper, provides students' demographic and academic program information. This information can be used in the future to help locate gaps in student exposure to career planning and support. This survey can also be used to frame conversations, identify engagement strategies, and help establish collaborative goals with academic areas and students.

It is hopeful that students who responded by suggesting that help is not needed, have secured employment or committed to a graduate program, as the percentages align relatively closely with these options. It is further validated that it is important to keep the focus on core career services, while continuing to stay abreast of workforce trends and process and provide current resources to support faculty and student awareness and preparation as technology has/is changing the recruitment and hiring process.

Part III: Next Year (2021-2022)

What continuing or new assessment activities are you targeting next year (2021-2022)?

Next year the Career office is planning to assess the following:

- Pre and post campus-wide knowledge of career services
- Designing Your Life book club learning outcomes
- Employer recruitment
- Student volunteer hours

Commencement

Part I: Last Year (2019-2020)

What changes did you make as a result of last year's assessment (2019-2020)?

With last year's focus being on print cost and order quantity for commencement programs, we were not able to get an accurate count due to ceremonies moving to the virtual format. However, moving forward, we plan to order less so there is less waste. We are also researching the option of an electronic format for programs for future ceremonies. PDF versions were offered for viewing for the virtual ceremonies.

Part II: Current Year (2020-2021)

What are your Assessment Highlights for the current year (2020-2021)?

Assessment Area (1 of 2): Graduation Survey

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

We reviewed alternate ways to continue to celebrate our graduates during the COVID-19 pandemic. A survey was administered to the graduates which asked them for ideas on how they would like to be celebrated. Many chose the virtual option. We also asked how students and families felt about the virtual commencement, and reviewed the feedback given. We received feedback via email, in person conversations, and phone conversations.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction/Customer Service

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Pride and Community – We want to have our students leave the University with good memories of their time here on campus and the Commencement Ceremony is part of this.

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?

A virtual ceremony was implemented for our graduating seniors for Fall 2020 and Spring 2021. Graduates and their families were thankful for the opportunity to be able to celebrate their senior. For the Fall 2020 ceremony, we had approximately 800 slides in the graduation ceremony, with 115 personalized. In Spring

2021, we had 2000 slides with 500 personalized. Many of the graduates were thankful that they were provided with some means of celebrating their accomplishments. Parents reached out to let us know that they enjoyed the photos and the personal messages from their graduates.

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 would like to look at alternate ways for students to submit their messages and photos, as well as research alternative means to continue to celebrate our graduates in the chance that we have to turn to a virtual format again. Some examples of alternative means of celebrating our graduates that have been explored are more photo opportunities, a drive through graduation, utilizing outside venue options (weather permitting), and creating smaller ceremony sizes.

Part III Next Year (2021-2022)

What continuing or new assessment activities are you targeting next year (2021-2022)?

We would like to examine the impact and satisfaction of the social media component that we added to the ceremonies, but was unable to use because of the virtual format this past year. This will be used again in the next in-person ceremony.

Financial Aid

Part I: Last Year (2019-2020)

What changes did you make as a result of last year's assessment (2019-2020)?

Our 2019-2020 assessment evaluated Standards of Academic Progress (SAP), including student demographic, academic, and financial data. Review of data preceding the assessment demonstrated that many contributing factors correlated to unsatisfactory progress. A few included:

- Students in General Studies, Integrative Studies, and Criminal Justice programs.
- First semester FTIAC students.
- Students with GPAs close to the minimum of 2.0 at the end of the fall semester.

At the end of Fall 2019, the Financial Aid Office provided FSU colleges with lists of students who were failing to meet minimum SAP requirements in hopes they could provide added support to struggling students. Data also suggested that we could do more to educate students through intervention and outreach, particularly those in a few specific programs or FTIAC students who show a higher likelihood of failing SAP at the end of their first year in college. The onset of the pandemic in March 2020 created many challenges in continuing assessment goals. In response to the COVID-19 pandemic, Federal Student Aid allowed for greater leniencies in the determination of SAP eligibility following Spring 2021, which gave flexibility in granting SAP appeals. Additionally, the University became more flexible, implementing an expanded “credit/no credit” policy for student grades, extending the “W” grade deadline to the end of the semester, and putting a pause on academic dismissals. Finally, in addition to administrative policy changes during 2021, the Financial Aid Office experienced higher than normal staff turn-over, including vacated positions by the Director and one Assistant Director. As a result of these changes, the assessment of SAP in 2019-2020 was setback and will continue during the 2021-2022 assessment period where we will have renewed focus on proactive outreach to students and university partners.

Part II: Current Year (2020-2021)

What are your Assessment Highlights for the current year (2020-2021)?

Assessment Area (1 of 2): Virtual Advising:

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

Our 2020-2021 assessment subject was to measure the effectiveness of virtual advising during COVID-19 disruptions that lead to remote work conditions. Despite on-campus office closures, we remained committed to providing excellent customer service to continuing students, new students, and families. In January 2021, Financial Aid Advisors began scheduling Calendly virtual advising appointments. Advising times were offered Monday – Friday during normal walk-in advising hours, in half-hour time segments. Website communication was updated to advertise the opportunity as well as conduct direct outreach to students. To measure satisfaction and gather feedback, a web-based survey was sent to 479 virtual

appointment attendees. A survey was also sent out via email to the financial aid advisors who hosted or participated in virtual appointments.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Identifying needs of students as well as satisfaction with programs and services offered.
- Customer Satisfaction / Customer Service

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

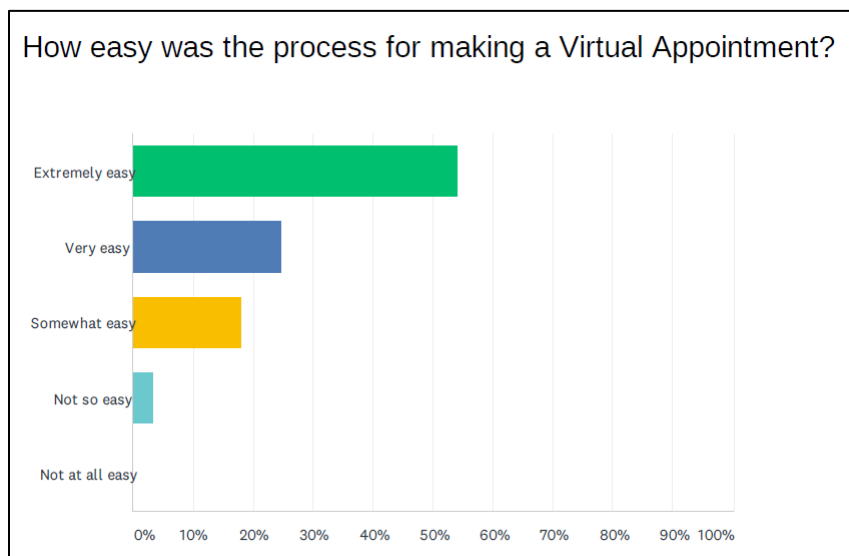
- Student Success Initiative 1: SS 1.3
- Student Success Initiative 2: SS 2.3
- Increase Student Enrollment to 13,000 by 2024

Assessment Results:

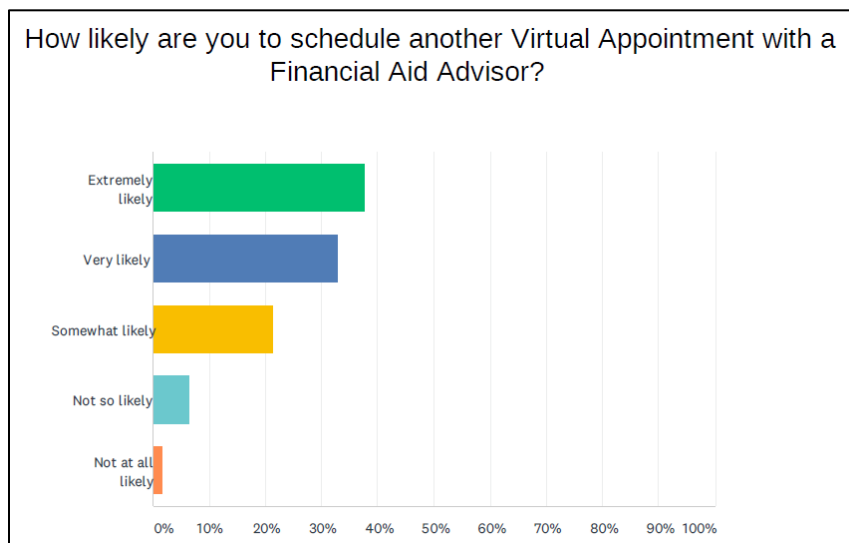
Question: What evidence and/or have you (or your students) learned as a result of your assessment that illustrates our commitment to enhancing student learning?

Survey questions were intended to gather specific details for future actions and implementation. We wanted to know if the overall experience was valuable to our guests who scheduled an appointment, if their needs were met through this service, and how we might need to adjust our scheduling and resources to accommodate the needs of our registrants in the future.

Respondents to the survey were largely satisfied with the overall experience and opportunity to meet with an advisor virtually. The product used for scheduling was easy and convenient for both the attendees and the financial aid advisors.

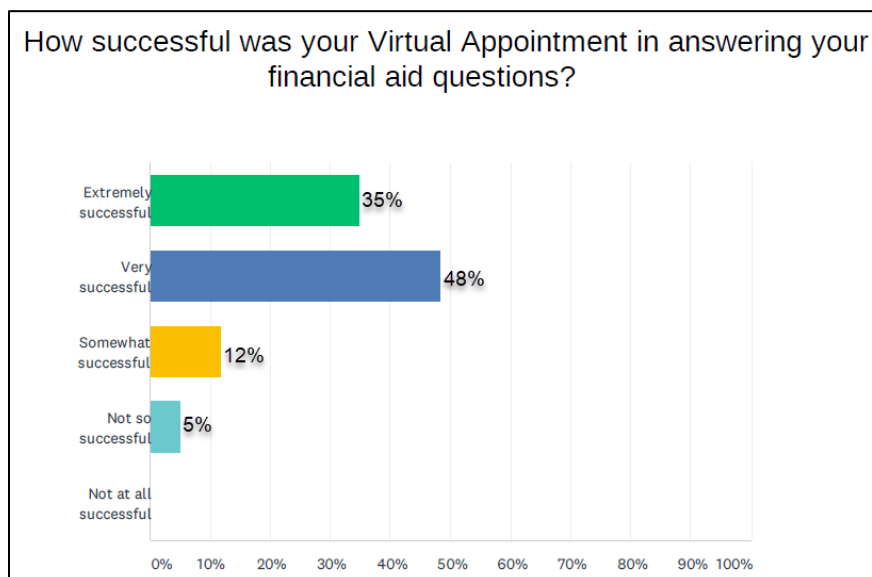
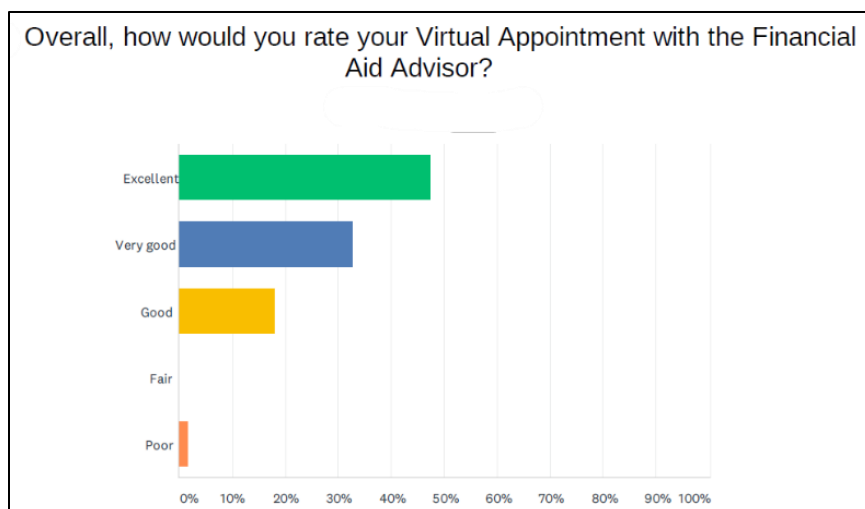


78.69% of respondents reported that the process of scheduling a virtual appointment was either “Extremely Easy” or “Very Easy” while over 70% indicated that they are either “extremely likely” or “very likely” to schedule another virtual appointment.



Of those who attended a virtual appointment, 31% indicated that they felt their advisor was “extremely knowledgeable,” while another 55% thought the advisor was “very knowledgeable.” Advisors reported their impressions of the convenience offered to students and family members, citing that parents did not need to take time away from work to make the trip for an appointment, saving them time and money while still getting quality service. They also thought this service allowed for a greater opportunity to coordinate schedules between students, their parents, and staff, while still offering a personal experience beyond that of a telephone call or email. In some instances, families were able to spread out their own personal notes and prewritten questions in preparation for the appointment allowing for a more productive experience. The accessibility of “screen share” made for convenience in pointing out resources on the Ferris website, on the FAFSA, or for viewing the student MyFSU portal; and helping with a walk-thru and explanation of student account information.

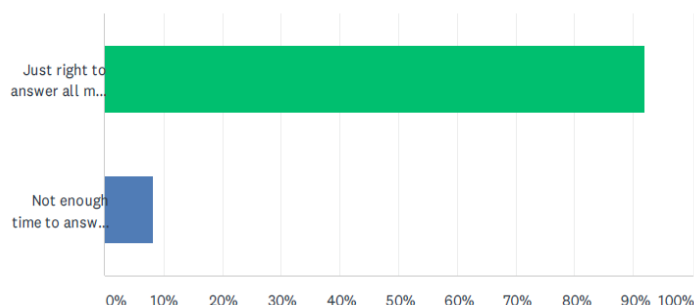
As demonstrated through responses below, attendees were satisfied with the service provided to them through their virtual appointment, with over 80% of responses indicating that they rated their appointment “excellent” or “very good.”



Financial Aid Advisors were asked to rate their overall experience with virtual advising using a scale of 1-5 (5 being highest) and to consider their personal experience, their impression of the student/parent experience, ease of scheduling, and overall convenience. Each of the six advisors reported either a 4 or a 5 rating, commenting that the scheduling was effective and convenient for all users, it allowed for advance scheduling in an already busy day, and also provided an opportunity in advance for advisors to research student questions and prepare ahead of time. This employee feedback correlated with that reported by our online “visitors” who rated their experience “extremely successful” or “very successful” in 83% of responses.

Over 90% of those who were surveyed reported that the time allotment was “just right” for answering their questions. Similarly, when asked, Financial Aid Advisors felt that in most appointments the 30-minute time allotment was sufficient for answering questions and providing information to attendees. Over 92% of survey respondents indicated that they would be likely to recommend a virtual appointment to another student or family.

Considering the amount of time provided for your Virtual Appointment, was it...



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 demonstrated by the survey results, attendees enjoyed the opportunity to meet with an advisor through the virtual platform, although it was widely agreed upon between attendees and advisors that a hybrid approach between virtual appointments and in-person meetings would be ideal. 20% of survey responses indicated a preference toward virtual appointments, 40% preferred face-to-face, and 40% indicated no clear preference for either option. Survey results were also shared with financial aid advisors. They agreed that the survey data represented their experience as well as their opinion of how guests perceived the advising interaction.

In response to survey data, it is our intention to continue offering the virtual advising service. Using feedback from attendees and advisors, we'll continue to schedule meetings in 30-minute segments each weekday during normal business hours. In-person advising will also remain in place so that on campus visitors and current students have access to our office personnel. We will monitor online registration for virtual advising along with in-person visits to ensure staff resources are aligned with student/family needs. In addition, we will continue to explore functions of our scheduling tool, such as follow up and reporting functionality, to further utilize the product for outreach to our students.

Part III: Next Year (2021-2022)

What continuing or new assessment activities are you targeting next year (2021-2022)?

For next year, we plan to assess the Initial Participation process and how it is impacting students. We are currently in meetings with IT Solution Center to develop a Work Flow process that is designed to make it more streamlined on the front end which will in turn provide faster communication to the students in order for them to comply with participation and remain Title IV eligible. We will also continue to work with the Registrar's Office to coordinate deadlines, communications, and reporting updates to better streamline the process and eliminate redundancies.

Continuing in 2021-2022, we will re-focus our efforts on assessment of SAP as well. We will:

- Resume providing a list of students to academic colleges at the end of Fall semester so that academic advisors can guide struggling students early in Spring semester.
- Conduct direct outreach to FTIAC students, informing them of the SAP policy standards as well as providing them with on campus academic resources.
- Provide supplementary information to key academic colleges that house General Studies, Integrative Studies, and Criminal Justice programs.

Institutional Research & Testing (IR&T)

Part I: Last Year (2019-2020)

What changes did you make as a result of last year's assessment (2019-2020)?

Assessment Area (1 of 2): Tableau (visualization) Expansion

In addition to increasing the types of data represented in Tableau® this past year and adding a Freshman Profile, Transfer Profile and Graduation Rates and Retention Rates to the Tableau® data set, we are now also working with visualization data set efforts with Power BI.

The student who originally worked to bring our Tableau® presence to life is now working with those involved with the Strategic Plan creating a presence for them with Power BI (another tool in the data visualization tool box). We will also maintain our efforts to grow and enhance our use of these products and their many possibilities. We will continue to review other university web sites to examine their use of other visualization software to present data and find ways to enhance our represented data.

Assessment Area (2 of 2): Scantron Usage

With the progressive decline in physical scanning, there is no longer a scanner in the Testing Office. Academic Affairs made the move to online SAI's (even prior to the University in-person operations resuming), chose to discontinue the use of the scanner in the Testing Office, and decided that if there was a need for scanning, it would be done in the individual colleges and or departments.

Part II: Current Year (2020-2021)

What are your Assessment Highlights for the current year (2020-2021)?

Assessment Area (1 of 1) Institutional Reporting Tools:

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

We are moving forward with our efforts to assess the conversion from the University's current report writing software, Webfocus, to a new reporting software, ARGOS. It has been a slow process, not only from losing some of the key leads and efforts from the onset, but also due to COVID-19 and a year in flux, where we had to pivot and rely on our current tool, Webfocus.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction/Customer Service

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Institutional Effectiveness, Student Success
(Really all – Academic Programs & Offerings, Enhancing Resources, Pride and Community, Mission, Vision & Values)

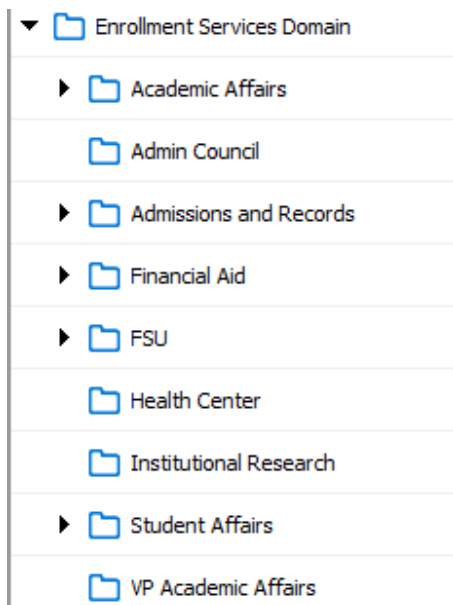
Assessment Results:

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?

Moving from the current Webfocus reporting tool to ARGOS involves a number of changes, beyond simply moving the reports from one platform to another.

Security on the ARGOS server is being built. For the Enrollment Services suite of reports, that security mirrors what is in place in Webfocus. The folder structure for Enrollment Services is similar to what is seen on Webfocus.

Shown here is how the structure may look.



The ARGOS product comes with two clients: a desktop version and a web version. For the most part, the features for both are similar, but there are enough differences that would require further discussion.

The ARGOS product is built on the concept of a datablock for which one or more reports can be built from the collection of data. A dashboard or report launching page is attached to the datablock and associated reports are run from that dashboard.

Shown here is a sample Dashboard.

Saved Dashboard Settings

Reports

Run

Course Section Audits (2)

Select Term

202105-Summer 2021, May

15 - June 31

Term	Subject	Co
202105	MGMT	37
202105	COMM	49
202105	UNIV	10
202105	KCHU	33
202105	IDSL	83
202105	IDSL	85
202105	HSMG	39
202105	NURS	37
202105	SCWK	69
202105	LLLS	100
202105	SOCY	225
202105	SCWK	699
202105	RESP	123
202105	CRIM	391
202105	EDUC	630
202105	EDUC	518
202105	CHEM	122
202105	CONM	121
202105	FREL	491
202105	NURS	324
202105	CONM	461
202105	SCWK	693
202105	PHAR	800
202105	PHAR	839

977 items

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

FERRIS STATE UNIVERSITY

FERRIS FORWARD

Developers could provide descriptive text describing the datablock and associated reports, and could be viewed by clicking the Details button. Information provided could include tables and/or fields reported and a brief overview of each report with stated purpose. This would be helpful in searching for reports to run.

Shown here is an example of reports that could be searched.

Course Section Audits (2)

11

Details

Description

This datablock is used to...

Author

brocksm

Date Created

Jun 22, 2021 11:37 AM

Date Last Modified

Jun 24, 2021 9:21 AM

Last Run Date

Jul 9, 2021 9:41 AM

Last Modified By

brocksm

ID

1498

Connection

GOLD

Notes

XLS Revisions - brocksm, Jun 24, 2021 9:52 AM

★	SS0016RB - SCHD WBM & WBD Audit (ID: 3610)	Details
★	SS0017RB - CLL Course has LEC or LAB in schedule type (ID: 3615)	Details
★	SS0018RB - VL sequence when camp code not MB (ID: 3611)	Details
★	SS0019RB - Meeting times block with Schedule of CLL (ID: 3616)	Details
★	SS0021RB - PRA,IND,WBM Meeting Hours Audit (ID: 3612)	Details
★	SS0022RB - Audit Course numbers ending in 90 (ID: 3613)	Details
★	SS0023RB - Audit SLA with no 03 session and vice versa (ID: 3614)	Details
★	SS0024RB - Audit WBD, WBM attribute and schedule (ID: 3617)	Details
★	SS0025RB - Audit CLL schedule types with CLL meeting schedule (ID: 3618)	Details
★	SS0026RB - Audit CLL schedule having 01 LEC and 02 LAB (ID: 3619)	Details
★	SS0027RB - Audit attribute code for non-M, MB campus (ID: 3620)	Details

Native Excel support is still in process with the ARGOS tool. A tool is being developed in-house that could create the report as an XLM extract. This would allow the most options for formatting, although a simpler version of reports can be built as CSV extracts. Both of these are designed to be opened with Excel.

Shown here is an example of a report from an XML extract.

	A	B	C	D	E	F	G	H	I	J	K	L
1	Ferris State University											
2	SH0059SB-Program Progress for CONM, BCTM, and CETM											
3												
4	Term Code: 202108											
5	Date: 7/8/2021 2:58:05 PM											
6												
7	ID	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6	Course 7	Course 8	Course 9	Course 10	Course 11
8		BCTM ---	BCTM 1--	BCTM 2--	BCTM 211	BCTM 213	BCTM 217	BCTM 223	BCTM 225	BCTM 233	BCTM 234	BCTM 235
9						BCTM 213 C		BCTM 223 A	BCTM 225 C			
10								(T) BCTM 223 *C				
11						BCTM 213 D	BCTM 217 B+				BCTM 234 B	BCTM 235 B
12						(T) BCTM 213 *A-	BCTM 217 A-	(T) BCTM 223 *B			BCTM 234 C-	
13												
14						BCTM 213 A-	BCTM 217 B				BCTM 234 D	BCTM 235 B
15						BCTM 213 A-		BCTM 223 B-	BCTM 225 A-			
16						BCTM 213 D	BCTM 217 A				BCTM 234 B-	BCTM 235 B
17						BCTM 213 D	BCTM 217 NC				BCTM 234 B	BCTM 235 PN
18						BCTM 213 B-	BCTM 217 B				BCTM 234 B	BCTM 235 B-
19						BCTM 213 A-	BCTM 217 B+				BCTM 234 B	BCTM 235 B-
20						BCTM 213 C-	BCTM 217 A				BCTM 234 B	BCTM 235 A-
21						BCTM 213 A	BCTM 217 A				BCTM 234 A	BCTM 235 A-
22						BCTM 213 PN					BCTM 234 B+	BCTM 235 B
23						BCTM 213 PN						BCTM 235 PN

For Enrollment Services, there are currently a couple of datablocks that are close to becoming available for end user pilot testing. This would help to answer questions on the ARGOS client choice, intuitive of dashboards and end user training needs.

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?

Though we know the transition will be a long process, we have a general plan for a phased transition, with transition of the reports being the key concern. It is the intention that the ARGOS dashboards give the ability to develop interactive views of data.

<< Update since this report was generated - it has just been decided that ARGOS will not be the platform – after investigating ARGOS, it has been determined that it will not be the working solution. Meetings are currently being set up to explore other options for our institutional reporting tool. >>

Part III: Next Year (2021-2022)

What continuing or new assessment activities are you targeting next year (2021-2022)?

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

We plan to assess (picking back up with the process from the previous year) the conversion from the University's current report writing software Web Focus to new reporting software ARGOS. After a year in flux and just again beginning to move the dial, we need to assess the differences, opportunities, challenges, and progress made with the new report writing software.

<< Update since the report was generated - it has been decided that ARGOS will not be the platform – other options will be explored and assed in the coming year.>>

We will keep an eye on the all-around culture as it relates to “Testing” and how it impacts our Testing Office, monitor ideas in regards to possible Placement Testing Software that is currently being piloted in Academic Affairs, and assess how the placement works with and effects the Test Optional movement.

LGBTQ+ Resource Center

Part I: Last Year (2019-2020)

What changes did you make as a result of last year's assessment (2019-2020)?

We implemented three new support/social groups: Ferris Is Aces, Transtastic, and QTBIPOC Real Talk.

We implemented weekly drop-in FriGay Gaymes based on student interest and feedback.

We established LGBTQ+ Liberation House programming based on student feedback, and adjusted programming based on student feedback.

Part II: Current Year (2020-2021)

What are your Assessment Highlights for the current year (2020-2021)?

Assessment Area (1 of 1): LGBTQ+ Resource Center:

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

The LGBTQ+ Resource Center assessed data based on the following questions:

1. Ferris community use of LGBTQ+ Resource Center resources and any barriers to use
2. Ferris community experiences and impressions after using LGBTQ+ Resource Center resources
3. Effectiveness of LGBTQ+ Resource Center staff and resources to meet community needs
4. Gaps in resources and areas for improvement in the running of the department
5. Student, faculty, and staff experiences of feelings of inclusion or exclusion, around gender and sexuality diversity, at Ferris State University
6. Gaps in resources and areas for improvement in the climate for gender and sexuality diverse persons at Ferris State University

The data collection methods used are as follows:

1. Ongoing conversation and written comments from participants in programs and visitors to virtual LGBTQ+ RC spaces
2. Three focus groups (winter 2020)
3. Quantitative and qualitative data collection via survey, in partnership with BSW Intern, Alyssa Caron

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Service/Satisfaction

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Enhancing Resources
- Student Success
- Pride and Community

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 found that heterosexual and cisgender students who interact with the LGBTQ+ Resource Center find it helpful, and also find the Coordinator knowledgeable and friendly.

LGBTQ+ students report feeling included and free to be themselves at the LGBTQ+ Resource Center.

Faculty and staff report that collaborating with the LGBTQ+ Resource Center Coordinator and student staff is worthwhile and leads to positive results.

LGBTQ+ students of color who interact with the Resource Center report that their needs are met and they feel included.

Students, faculty, and staff experience the size of the Resource Center and the lack of full time staff at the LGBTQ+ Resource Center as a sign that Ferris State University does not prioritize or value the LGBTQ+ community.

Explore Possible Actions Based on Assessment:

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

The LGBTQ+ Resource Center is planning to use the data that was collected to educate the Ferris community about the needs, particularly unmet needs, of the LGBTQ+ community, including and particularly appropriate staffing levels for the LGBTQ+ Resource Center and additional space for LGBTQ+ students. The Coordinator has presented on the data results to the Academic Learning Council, the Student Affairs Diversity Equity and Inclusion Committee, and the Campus Climate Team.

Part III: Next Year (2021-2022)

What continuing or new assessment activities are you targeting next year (2021-2022)?

The coordinator of the LGBTQ+ Resource Center is planning to continue to assess program effectiveness, feelings of belongingness of students who use the LGBTQ+ Resource Center, and particularly the belongingness of students of color and transgender students. She is also planning to further assess the needs of LGBTQ+ staff and faculty; the well-being and retention of LGBTQ+ staff and faculty is tied closely to the well-being and retention of LGBTQ+ students, and will review new possibility models for LGBTQIA+ students.

The LGBTQ+ Liberation House programming in 2021-22 will be done in much closer partnership with Housing staff. The Coordinator and student staff and interns have started a collaborative planning process and both program delivery and assessment will involve Housing staff more closely.

For next year's assessment, we will continue to watch the number of program changes and collaborate with the colleges for a better communication/pre-advising plan.

Office of Multicultural Student Services (OMSS)

Part I: Last Year (2019-2020)

What changes did you make as a result of last year's assessment (2019-2020)?

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

- Increased our use in digital marketing efforts throughout campus and on social media to decrease our printing expenses with flyers, yard signs, and banners.
- Adjusted our series of retention-based programming in the TOWERS Leadership Development program and the Black Male Empowerment Network (BMEN) to increase recruitment of new students and to increase the level of active participation.
- Implemented a series of measures, including but not limited to, an intake form, Bulldog Connect attendance, and card-swipe/sign-in sheets 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.

Part II: Current Year (2020-2021)

What are your Assessment Highlights for the current year (2020-2021)?

Assessment Area (1 of 1): OMSS Student Services:

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

We were interested in learning the approximate number of students we serve on a daily basis, the services provided, and feedback from students. Listed below are examples of how we assessed this area:

- OMSS Daily Visits (card-swipe and/or sign-in sheets/Bulldog Connect)
- 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.)

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Strategic Goal Student Success Initiative 2: Champion degree completion and ensure a clear path to success. OMSS continues to provide academic and retention-based support through T.O.W.E.R.S and B.M.E.N leadership development programs. OMSS programming such as cultural heritage celebrations and social justice events support the diversity awareness and cultural competency learning outside the classroom.

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?

Students experienced stimulated personal and academic growth as members of the T.O.W.E.R.S and B.M.E.N programs. Students also increased their level engagement between peers from diverse backgrounds, as well as between themselves and the campus community.

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?

OMSS plans to increase the amount of surveys administered to our students with a focus on obtaining their sense of belonging to a community. Information gathered from the surveys could shed light on how Black, Latinx, Native American, and Asian American feel as students on campus. OMSS could utilize the data to develop programming and initiatives to address those needs of our students.

Part III: Next Year (2021-2022)

What continuing or new assessment activities are you targeting next year (2021-2022)?

Next year, we are going to continue to target tracking student participation in B.M.E.N and T.O.W.E.R.S. A new assessment we plan to implement is a cultural competency survey for cultural heritage celebrations. We will see if participants gain an understanding and appreciation for diversity, inclusion, and social justice.

Office of Student Conduct (OSC)

Part I: Last Year (2019-2020)

What changes did you make as a result of last year's assessment (2019-2020)?

The Office of Student Conduct's 2019-2020 assessment focused on a student book club that read and discussed, "The Little Book of Restorative Justice," by Howard Zeh. The OSC anticipated being able to continue to engage with our student group; however, given the limited in-person opportunities, we were unable to engage effectively with our group.

Part II: Current Year (2020-2021)

What are your Assessment Highlights for the current year (2020-2021)?

Assessment Area (1 of 1): Student Conduct Data Related to Race & Ethnicity:

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

For the 2020-2021 school year, the Office of Student Conduct was part of a work group formed to look closely at student conduct data, specifically whether any patterns existed in the data related to race and ethnicity.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Program Review

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Institutional Effectiveness, Initiative 3- Spur a culture of data-driven decision making across the University

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 work with the group, we found that a greater than expected number of Black/African-American students are referred to the OSC disproportionate to the percentage of Black/African-American students in Ferris Housing and amongst the entire student body population. We found that the largest source of referrals comes from Residence Life, that Black/African-American students are referred for more serious policy violations, and their violations have resulted in a higher number of suspension sanctions than any other group as a whole.

Upon review, our documentation shows that all students who are held not responsible for violating University policy remains at a relatively consistent rate across race and ethnicity groups. Additionally, when we looked at factors other than Race/Ethnicity, we found that freshmen and sophomores (to a lesser extent) are more likely to have a student conduct case than upperclassmen. We did not find that NCAA Athletic student status was a significant factor with respect to conduct. Lastly, we found that 70% of students during this time were referred to the OSC once, and of the students held responsible for a policy violation, 75% of those students did not have another policy violation.

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?

Through our work group, we discussed a number of opportunities/options in which to take action on this data. As the office works on referrals, we want to engage with our partners more closely to develop implicit bias and cultural awareness trainings. We also want to explore options for more informal resolution opportunities based on the severity of the violations.

Part III: Next Year (2021-2022)

What continuing or new assessment activities are you targeting next year (2021-2022)?

As a continuation of this work, we would like to work with the Institutional Research & Testing Office and perform an analysis of the retention and graduation patterns of students who are referred to the Office of Student Conduct in an effort to explore the potential impact on student success.

Title IX

Part I: Last Year (2019-2020)

What changes did you make as a result of last year's assessment (2019-2020)?

Last year we looked at employee completion rate of Responsible Employee Training (now called Sexual Misconduct Reporting Obligations Training). Through our assessment efforts, we were able to identify the divisions/departments we needed to target in order to meet our goal of having all employees complete training annually. Through individual messaging and support from President's Council, we were able to reach most of the employees who had not completed training within the last previous calendar year.

Part II: Current Year (2020-2021)

What are your Assessment Highlights for the current year (2020-2021)?

Assessment Area (1 of 1): Campus Climate Survey:

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

This year, we assessed the responses from the Campus Climate Survey from spring 2020 to see whether students had received information about the University's policies and procedures, specific to knowing how to intervene in incidents of sexual assault, and how useful they found the information they had received. In 2018, the Campus Climate Survey reflected that while the University had made progress in publicizing its policies and procedures and providing information on how to intervene, there was still significant work to be done in those areas. The University responded to these gaps by changing how students were enrolled in online prevention education (changing from allowing them to self-select into the module to directly enrolling them and sending them email reminders), as well as by forming what is now known as the Anti-Violence Alliance which added capacity to offer more prevention education.

A survey invitation was emailed to all enrolled students and opened on February 7, 2020. The first 1000 respondents received a \$5 Starbucks gift card and 1611 responses were received before the survey closed on March 10, 2020. Climate surveys allow us to measure the prevalence of sexual misconduct on college campuses and gauge students' attitudes and behaviors. We have used the same questions through three rounds of campus climate surveys which also allows us to better understand how the prevalence of sexual misconduct as well as attitudes and behaviors have changed over time. A full report of the collected data will be added to the Title IX Office website.

Assessment Category:

Question: What category does your assessment initiative fall under?

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

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Student Success: Experiencing sexual misconduct can have an adverse impact on student retention and the University's response and prevention efforts are influenced by the information contained in the Climate Survey.

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?

When asked "Have you received information or education on the University's policies and procedures regarding sexual assault," 84.4% (1057) of the respondents stated they had, and a majority (971, 90.6%) of those who said they received it, reported that they somewhat or strongly agreed that the information they received was useful. This represents a significant increase from 2018 in the percentage of respondents who reported receiving information about the policies and procedures (previously 54.7% reported receiving that information). However, there was a slight decrease in the percentage who found it useful (previously 93.3% reported agreeing the information was useful).

Respondents in Big Rapids, at KCAD, and those primarily taking online classes, reported receiving information about the policies and procedures at similar rates while those at a Statewide site or those who did not specify a primary campus, were less likely to report receiving information about the policies and procedures. Additionally, while most of the respondents agreed the information was useful, respondents at Statewide sites, online, and those who did not report their primary campus found the information less useful than those at KCAD or in Big Rapids.

The data discussed above is shown here by campus location:

- Have you received information or education on the University's policies and procedures regarding sexual assault

Campus	No	Yes	Total
Big Rapids	110 (14.3%)	661 (86.7%)	771
Statewide	18 (19%)	77 (81%)	95
KCAD	8 (13.1%)	53 (86.9%)	61
Online	6 (12.2%)	43 (87.8%)	49
N/A	53 (19.2%)	223 (80.8%)	276
Total	195 (15.6%)	1057 (84.4%)	1252

- If Yes, to what extent do you agree the information was useful

Campus	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Total
Big Rapids	272 (40.5%)	331 (49.3%)	37 (5.5%)	31 (4.6%)	671
Statewide	39 (49.4%)	32 (40.5%)	6 (7.6%)	2 (2.5%)	79
KCAD	20 (37.7%)	31 (58.5%)	2 (3.8%)	0 (0%)	53
Online	28 (63.6%)	11 (25%)	3 (6.8%)	2 (4.5%)	44

N/A	104 (46.2%)	103 (45.8%)	11 (4.9%)	7 (3.1%)	225
Total	463 (43%)	508 (47%)	59 (6%)	42 (4%)	1072

When asked “Have you received information or education from the University on how to intervene to prevent sexual assault,” 69.5% (867) of the respondents stated they had, and a majority (794, 90%) of those who said they received it, reported that they somewhat or strongly agreed that the information they received was useful. This is a substantial increase in the percentage of respondents who reported receiving information about intervening to prevent sexual assault from 2018 (previously 43.2% reported receiving that information) and a slight decrease in the percentage who found them useful (previously 92.1% reported agreeing the information was useful).

Respondents in Big Rapids were most likely to report having received information about intervening to prevent sexual assault while those at KCAD were least likely. Additionally, while most of the respondents agreed the information was useful, respondents at Statewide sites, online, and those who did not report their primary campus found the information more useful than those at KCAD or in Big Rapids.

The data discussed above is shown here by campus location:

- Have you received information or education from the University on how to intervene to prevent sexual assault

Campus	No	Yes	Total
Big Rapids	221 (28.7%)	548 (71.3%)	769
Statewide	34 (35.8%)	61 (64.2%)	95
KCAD	24 (40%)	36 (60%)	60
Online	15 (31.9%)	32 (68%)	47
N/A	86 (31.2%)	190 (68.8%)	276
Total	380 (30.5%)	867 (69.5%)	1247

- If Yes, to what extent do you agree the information was useful

Campus	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Total
Big Rapids	219 (39.3%)	274 (49.1%)	38 (6.8%)	27 (4.8%)	558
Statewide	29 (46%)	31 (49.2%)	2 (3.2%)	1 (1.6%)	63
KCAD	20 (50%)	15 (37.5%)	3 (7.5%)	2 (5%)	40
Online	20 (60.6%)	11 (33.3%)	1 (3%)	1 (3%)	33
N/A	76 (40%)	99 (52.1%)	10 (5.3%)	5 (2.6%)	190
Total	364 (41.2%)	430 (48.6%)	54 (6.1%)	36 (4%)	884

Explore Possible Actions Based on Assessment:

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

It is promising that we have seen an increase in the percentage of students receiving information about our policies and procedures, inclusive of information specific to intervening to prevent sexual assault. Based on the responses from respondents at Statewide locations and online students, we should consider revising the materials distributed to these students to maximize the perceived usefulness based on their location(s). Additionally, a majority of the AVA membership is based in Big Rapids. Increasing representation on the AVA from KCAD could help increase the percentage of students who report receiving information about intervening to prevent sexual assault.

Part III: Next Year (2021-2022)

What continuing or new assessment activities are you targeting next year (2021-2022)?

At the end of the next academic year we will have two years of data using the Sexual Harassment Policy and Related Title IX Grievance procedures to address allegations of sexual misconduct. We will be assessing the number of cases processed through that policy as well as the amount of time it takes in between steps in the investigatory procedure.

University Center (UC)

Part I: Last Year (2019-2020)

What changes did you make as a result of last year's assessment (2019-2020)?

We focused part of our training on making all staff aware of what our protocols would be for keeping the University Center safe and clean for all guests of the facility. We also discussed individual work space cleanliness and social distancing.

We continued to emphasize good customer service and safety protocols for all students, faculty, staff, and visitors to the University Center.

Part II: Current Year (2020-2021)

What are your Assessment Highlights for the current year (2020-2021)?

Assessment Area (1 of 1): Student Staff Training:

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

Because of the pandemic and our facility mainly being used for academic classes, we struggled to assess a certain service in the facility.

We are trying to increase our diversity education in our training and looked at how we can accomplish that by holding our Spring Semester training on MLK Day and incorporate the Freedom March and other student lead tributes during the week. We gave our students the option to attend two of three MLK Student events via zoom with incentives if they participated.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Student Learning

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Student Success

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?

Eleven of 25 students participated in two or more of the MLK Student Events

Comments were collected from participants with the following highlighting some of the responses:

- “Enjoyed the events”
- “Events were educational”
- “Glad we were encouraged to attend”

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 do our Spring Student Staff Training on MLK Day and end training with the Freedom March as a continuation of our commitment to diversity. We will also continue to incentivize our student staff to support the other MLK student tributes as educational opportunities.

Part III: Next Year (2021-2022)

What continuing or new assessment activities are you targeting next year (2021-2022)?

With a new Director taking over and a Set-up Coordinator who has not been through a non-pandemic year, it would be beneficial to assess our conference services to make sure we are meeting all our customer needs.

University Recreation (UREC)

Part I: Last Year (2019-2020)

What changes did you make as a result of last year's assessment (2019-2020)?

Based off last year's assessment on student staffing, we continued to reduce our student staff to allow our student employees to work the maximum amount of hours per week allowed by the university, while continuing to cut down on our student budget. With COVID-19, it was difficult to assess any results this past year since we were open far less than previous years and could only host minimal patrons at a time. We continue to assess our graduating seniors and their preparedness for life after college. We were not able to have a swim program this past year since the pool was closed and we lost our Aquatics Coordinator, so there were no changes to this area.

Part II: Current Year (2020-2021)

What are your Assessment Highlights for the current year (2020-2021)?

Assessment Area (1 of 1): You@Ferris:

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

University Recreation, along with the Coordinator for Greek Life and Student Life Project Manager, assessed the well-being of students on campus using a platform called You@Ferris. Our main goal for this assessment was to see how our students were doing with their overall health and well-being while dealing with a global pandemic. We wanted to find the things that were affecting our students the most and the resources they were looking for to help them get through the COVID-19 pandemic. We believe the entire university is the stakeholder in this assessment. If we want our students to be successful, they need to understand how to be healthy and know the resources that are available to assist them with whatever it is they are struggling with. We plan on sharing this information with the entire campus community.

This platform uses an assessment tool to collect data through three different self-check assessments focused on succeed, thrive, and matter. There are also questions users can answer when filling out their profile that helps with our student demographics

Assessment Category:

Question: What category does your assessment initiative fall under?

- Student success
- Student well-being

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 5 Strategic Focus Areas or 13 Key Targets does your assessment initiative fall under and positively impact or influence?

- Student Success

- Key target areas of increasing the overall first-year retention rate to 75 percent and improve the overall six-year graduation rate for full-time FTIAC bachelor's degree-seeking students to 65 percent. We can use this assessment of YOU@Ferris to help us understand what our students are struggling with and help them find the resources on campus, or on the platform itself, to help reduce or eliminate those struggles.

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 581 students who registered for You@Ferris from March through the end of April. Through the assessment tool on the platform, the three most frequented cards, or resources, were: 1.) Overcoming Substance Abuse 2.) Finding a Mentor 3.) Choosing a Major. In the You@Ferris platform, there are three different areas of focus (known as domains): Thrive, Succeed, and Matter. Students are able to review information/resources in each domain as well as participate in self-checks. In the Succeed self-check, our students struggled the most with internships & career path, learning strengths, and leadership & professional development. In the Thrive self-check, our students struggled the most with their physical health, sleep balance, and stress & anxiety. Our students did fairly well in the matter self-check which focuses on involvement on campus and making relationships. The lowest score in this self-check was associated with club participation and volunteer work.

After seeing that over 500 students signed up in the short two-month launch we had, it proves that students are in need and want tools like You@Ferris to help them navigate college. Purchasing this platform for our students to work on their overall well-being shows that the university is dedicated to meet our students where they are at. By continuing to grow this platform, we can continue to assess our students' needs regarding their well-being and offer programs to help.

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 sharing these results with different departments on campus, we can create programming or events that focus on the topics our students are struggling with. For example, UREC can offer programs or exercise classes that help with physical health and body positivity. We used to run a 'Love your Body' week program before COVID-19 hit, so I think bringing something like that back would help. The Birkam Health Center could offer programming focused on stress and anxiety or loneliness and depression. We could use our Wellness Wednesday events to focus on these categories as well.

The only concern I have about this assessment is the sample size is relatively small since it was such a new platform. However, these results are pretty common with what we have seen across the state and country. We will continue to push this platform over the next academic year to better understand our students' needs.

Part III: Next Year (2021-2022)

What continuing or new assessment activities are you targeting next year (2021-2022)?

University Recreation will continue to assess the YOU@Ferris platform and will continue to encourage students to take the self-checks offered. Hopefully, as more students use this platform, we will get a better understanding of what our students are going through and how can we offer programs to assist them in those specific areas.

Next year, University Recreation will assess our intramural and club sports programs in an effort to improve the services offered to our students, and be more inclusive to all students. We would also like to see how intramural sports, club sports, and utilizing the Student Recreation Center in general improve upon first-year retention rates, GPAs, and overall graduation rates.

This year, we will be doing an all staff training for two days. This is something we have not done before but feel it is necessary since we have not been fully open for over a year and have a lot of new employees. We will assess this training to see how our students feel prior to the start of their work schedules; to see if they feel they are trained and ready to work. We will re-assess their feelings at the end of the school year as well.