FERRIS STATE UNIVERSITY

FERRIS FORWARD

Division of Student Affairs

2021-2022 Assessment Highlights

August 2022

TABLE OF CONTENTS

INTRODUCTION

The Division of Student Affairs' assessment efforts continue to thrive every year. 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 2021-2022 academic year:

Admissions (Enrollment)

Part I: Last Year (2020-2021)

What changes did you make as a result of last year's assessment (2020-2021)?

This past year we moved to a more general admission letter which does not include the program of admission. It is more focused on the admittance to a college rather than a program. Additionally, new letters were created and sent after the admit letter from the President and Deans. The earlier outreach and communication from the colleges helped shift the program change questions to the colleges. Alas, the ability to track those particular changes comes in the form of anecdotal evidence through conversations via email and phone calls with the Dean's offices.

Part II: Current Year (2021-2022)

What are your Assessment Highlights for the current year (2021-2022)?

Assessment Area (1 of 1): Program Changes:
Questions: What are you assessing? How did you collect this data?

We continued forward with assessing the number of program change requests handled through the Admissions office. We saw a significant drop in the number of program changes from 44% last year to 22% this year prior to enrollment. Additionally, the number of program changes dropped to less than 20 at our face-to-face orientation sessions. This is a substantial time savings for production, but the best news is that students are making more informed decisions after speaking with an advisor or the college directly before asking for that change.

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

- This assessment falls under other; however, I believe that student learning outcomes can also prevail here as well. The goal was to drive students to an informed decision when it comes to a program change. I believe we see those results.

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?

- This assessment falls completely under the Institutional Effectiveness strategic goal. This assessment has shown the streamlining of program changes by engaging the student in pre-advising earlier and relationship building with their college at Ferris State 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?

The reduction of program changes prior to enrollment by half shows the effectiveness of this engagement early on in building relationships with our future students. Engaging the students sooner in the process of enrollment enhances the student experience.

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

This information needs to be shared with the colleges and leveraged to continue early engagement with students. I see this information helping colleges become more strategic with their early communication that is aimed towards advising, as well as providing evidence of the value in early pre-advising. There are additional avenues to explore with this concept. It is my hope to use this information as a catalyst for future collaboration with the colleges in coordinating early communication with our students.

Part III: Next Year (2022-2023)

What continuing or new assessment activities are you targeting next year (2022-2023)?

For 2022-2023, I would like to assess the Veteran registration process which includes: looking at automation of the course registration form and looking at the Banner processes and coordinated completion of the certification process.

Admissions (Orientation & Student Events)

Part I: Last Year (2020-2021)

What changes did you make as a result of last year's assessment (2020-2021)?

The changes that the Orientation Office made as a result of last year's assessment included, expanding calling campaigns to year-round calls, continuing to adjust online orientation to keep it relevant, and creating the Hybrid Orientation model that was implemented this year.

Part II: Current Year (2021-2022)

What are your Assessment Highlights for the current year (2021-2022)?

Assessment Area (1 of 2): Online Orientation:

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

The orientation process for students enrolling in the Spring 2021 and Fall 2022 continued to contain a large online component that was required for all students to complete. One-on-one advising also remained in place to give all students individualized attention when scheduling courses.

The following data is compiled from ADG analytics in our online orientation system, from Salesforce reports, and from 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
- Outreach

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 August 9, 2022, there are 2,461 (active & inactive) FTIAC and transfer students who have completed online orientation for the Fall 2022 semester; 2,284 of those students are active and 177 are inactive, those who have cancelled their application. These numbers will continue to develop through 4th day count (September 1, 2022). Of the 2,461 (active & inactive), 530 are transfer students and 1,931 are FTIAC's.
   - Increase from 1,837 active students who completed online in 2021

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 2,461 students who completed online orientation since January 1st, 2022, 1,532 (62.3%) completed the survey. Of those that completed the survey, 77% were freshman, 22% were transfer students, and .01% were dual enrolled students.
   - **Satisfied with the online orientation experience:** 4.49 out of 5
     - Increase from 4.45 in 2021
   - **Feel prepared to be a student at Ferris:** 4.13 out of 5
     - Increase from 4.12 in 2021
   - **Online orientation portal is user-friendly and easy to navigate:** 4.58 out of 5
     - Decrease from 4.61 in 2021
   - **My need/concerns were addressed:** 4.28 out of 5
     - Increase from 4.24 in 2021

- **Net promoter score (scale of 0-10):** 56% promoters (9-10), 34% passives (7-8), 10% detractors (0-6, with most being 5-6).
  - 2021 Scores: 61% promoters (9-10), 29% passives (7-8), 9% detractors (0-6, with most being 5-6)
  - There was a decrease in promoters, an increase in passives, and a 1% increase in detractors.
- **Qualitative Comments:** Comments are primarily positive and include the following:
  - "I feel like it was more encouraging to become a student after going through the orientation."
  - "Lots of information in this orientation and I like that there is a lot of links that can take you back to recall."
  - "It was a great orientation, it answered all the questions I was going to ask."
  - "I like how detailed every piece of information is."
  - "I think the online orientation was very informational and answered a lot of my questions."
  - "Very informative and easy to read. I like the set-up."
- **Comments that reflect room for improvement:**
  - "I feel that you should do text to speech on all of the modules. so it be better for people that don't like to read but be able to go through orientation too."
  - "I wish it talked a bit more about accessing our Ferris State email addresses."

3. **Outreach**
   - **Texting Campaigns:**
     - Total Students sent Orientation related texts: 7,262
     - Response Rate: 8%
   - **Email:**
     - FSU 2022 Fall Orientation Online and Face-to-Face: an email was sent to remind students to complete online orientation and sign up for in-person orientation
     - Number of Emails Sent: 147,701
   - **Calling Campaigns:**
     - Incomplete Online Orientation:
       1. Total Incomplete Online Orientation Calls: 655
       2. Total Incomplete Online Orientation Voicemails: 247
     - Fall 2022 Admits:
       3. Total Fall 2022 Admit Calls: 3628
       4. Total Fall 2022 Admit Voicemails: 1746

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?

Both elements of Hybrid Orientation appear to be benefitting all incoming students. Online offers a way for students to get a large amount of information that they can look back at, at any time, and in-person orientation allows students to become more acclimated to Ferris' campus and community.

A couple of changes that I plan to engage in as a result of what I learned, is to further refine small groups and the class schedule walkthrough. My plan is to have Orientation Leaders walk the class schedules with

the students. I will also explore the possibility of adjusting online orientation to require less reading and be more interactive. With these adjustments, more potential student growth and learning could occur.

Assessment Area (2 of 2): In-Person Orientation:
Questions: What are you assessing? How did you collect this data?

The orientation process for students enrolling in Fall 2022 had the opportunity to participate in a face-to-face orientation component in addition to the online component. This new Hybrid model was meant to keep what was working from the online component but bring back the face-to-face element to further help prepare students for the Fall 2022 semester. This hybrid model included steps leading up to the Fall semester to help ensure students admitted to Ferris stayed engaged and invested throughout the entire process. These steps included completing Online Orientation, Admitted Student Open Houses, one-on-one class advising appointments, and finished with in-person Orientation. All of these elements were assessed.

The following data is compiled from ADG analytics in our online orientation system, from Salesforce reports, and from 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
- Outreach

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 August 9, 2022, there were 1,647 total students who registered for in-person orientation and 1,539 FTIAC and Transfer students who attended in-person orientation for the Fall 2022 semester. These numbers will continue to develop through late in-person orientation (August 25, 2022). Of the 1,539 students who attended, 1,312 of them were FTIAC's and 227 of them were Transfers. There are an additional 45 students who were walk-ins who are not in the system, bringing the total number of students up to 1,584 students who attended in-person orientation.

2. **Customer Satisfaction-** All students who attended in-person orientation were sent a survey via email after attending. Of the 945 students who attended in-person orientation in the months of June and July, 338 completed the survey. Of those that completed the survey, 333 were students and 5 were parents, family, or friends.

   a. **Student Breakout Session:**

- I enjoyed the student breakout session: 4 out of 5
- I had fun participating in the activities: 4.01 out of 5
- I look forward to seeing other students I met when returning to campus: 4.39 out of 5
   b. **The information in the parents, family, and friend's sessions were beneficial:** 4 out of 5
   c. **I enjoyed my lunch on campus:** 4.56 out of 5
   d. **What College meeting did you attend:**
- College of Arts, Sciences, and Education: 31%
- College of Business: 26%
- College of Engineering Technology: 17%
- College of Health Professions: 22%
- General Studies: 4%
   e. **How would you rate your experience in your small groups**: 4.27 out of 5
   f. **How would you rate your experience during your Class Schedule Self-Guided Tour:** 4.14 out of 5
   g. **Please rate your experience with the one-on-one virtual class registration appointment:** 4.42 out of 5
   h. **How likely are you to attend Ferris:** 4.95 out of 5
   i. **Net promoter score (scale of 0-10):** 72% promoters (9-10), 26% passives (7-8), 2% detractors (0-6, with one respondent being 5 and seven respondents being a 6)
   j. **Qualitative Comments:** Comments are primarily positive and include the following:
- "I cannot wait to attend in the Fall. I think I am going to love it at Ferris."
- "I loved the experience and everyone there was so welcoming! It made me feel at home."
- "I am so excited to be a Bulldog!"
- "I had fun and I am a lot less nervous about it!"
- "Parents thought it was very informative. Staff and students were very friendly and polite."
- "I'm beyond grateful to know that Ferris comes together as a family and everyone is treated with respect."
   k. **Comments that reflect room for improvement:**
- "Parents should get a bag or make the bag bigger."
- "Would help to have someone walk your class schedule with you."
- "It was 85-90 degrees and we were outside most of the day walking and doing activities, personally I thought it was way too hot out for the activities."

3. **Outreach:**
   a. **Texting Campaigns:**
- Total students sent orientation - related texts: 7,262
- Response Rate: 8%
   b. **Emails:**
- FSU 2022 Fall Orientation Date Reminder: 1,478
- FSU 2022 Fall Orientation Date Attended: 961
- FSU 2022 Fall Orientation New ID Card Portal: 1,166
- FSU 2022 Fall Orientation 1: 9,363
- FSU 2022 Fall Orientation 2: 9,297
- FSU 2022 Fall Orientation 3: 9,314
- FSU 2022 Fall Orientation 4: 9,368
- FSU 2022 Fall Orientation 5: 9,330
- FSU 2022 Fall Orientation Announcement: 9,256

- Spring 2022 Express Orientation: 9,256
- FSU 2022 Admitted Student Open House Reminder: 512
- FSU 2022 Admitted Student Open House Virtual Invite: 19,125
- FSU 2022 Admitted Student Open House On Campus and Virtual Invite: 29.011
- **Calling Campaigns:**
- Admitted Student Open House Confirmation Calls:
  1. Total ASOH Confirm Calls: 484
  2. Total ASOH Confirm Voicemails: 201
  - Admitted Student Open House Follow-Up Calls:
  3. Total ASOH Follow-up Calls: 340
  4. Total ASOH Follow-up Voicemails: 114
  - In-Person Orientation Sign-up Calls:
  5. Total Sign-up Calls: 1996
  6. Total Sign-up Voicemails: 827
  - Orientation Confirmation Calls:
  7. Total Confirm Calls: 1483
  8. Total Confirm Voicemails: 727
  - In-Person Orientation Thank you Calls:
  9. Total Thank you Calls: 547
  10. Total Thank you Voicemails: 294
  - No Show In-Person Orientation Calls:
  11. Total No Show Orien Calls: 49
  12. Total No Show Orien Voicemails: 32
  - Students without classes calls:
  13. Total Class Advising Calls: 1401
  14. Total Class Advising Voicemails: 624

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?

Both elements of Hybrid Orientation appear to be benefitting all incoming students. Online offers a way for students to get a large amount of information that they can look back at, at any time, and in-person orientation allows students to become more acclimated to Ferris' campus and community.

A couple of changes that I plan to engage in as a result of what I learned, would be to further refine small groups and the class schedule walkthrough. My plan is to have Orientation Leaders walk the class schedules with the students. I will also explore the possibility of adjusting online orientation to require less reading and more interactive learning. With these adjustments, more potential student growth and learning could occur.

Last Part III: Next Year (2022-2023)

What continuing or new assessment activities are you targeting next year (2022-2023)?

The continuing assessment activities that the Orientation Office is perusing will include distributing surveys after each prospective student event and orientation. A survey will continue to be sent out for the online

orientation participants, and the office will also continue to engage in calling campaigns to collect more data for assessment, along with texting and emailing for all events.

Admissions (Process & Recruitment)

Part I: Last Year (2020-2021)

What changes did you make as a result of last year's assessment (2020-2021)?

First Generation Students

There were no changes to the assessment from last year. First-Generation students continue to be an important part of our recruitment and retention initiatives as a university. These efforts continue with the First-Generation work group, headed by the College of Retention and Student Success.

Part II: Current Year (2021-2022)

What are your Assessment Highlights for the current year (2021-2022)?

Assessment Area (1 of 1): Charter 9-12 School Recruitment Efforts:
Questions: What are you assessing? How did you collect this data?

The area assessed for 2021-2022 is the recruitment efforts by Ferris State University and the 9-12 charter school operations. We collected data through salesforce, as well as gathered applications, reviewed application competitions, admissions decisions, orientation registrations, and orientation attendance.

As the university looks to build relationships with students, a group of leaders across the campus shared thoughts and ideas regarding opportunities to expand the relationship with our 9-12 charter school operations. The collaborating people and offices involved in the recruitment efforts are as follows: Deedee Stakely - Transfer and Secondary Partnership; Ron Rizzo - Charter Schools; Darnell Lewis - Multicultural

Student Services; Kaylee Burke - Center for Latin@ Studies; Toni Taylor – Admissions and Records; and Kristen Salomonson - Admissions/Enrollment Services.

The noted offices and professional staff visited a total of four different 9-12 charter schools during the week of April 18-22, 2022. The dates and location of the charter schools that were visited are as follows:

- April 18, 2022: Michigan Collegiate
- April 19, 2022: Voyageur Academy and Hope of Detroit Academy
- April 20, 2022: Creative Technologies
- April 21, 2022: Marshall Academy

These offices combined, provided a learning and engaging experience with each charter school in which they visited, and in turn built future recruitment and retention opportunities for the students from our charter schools. Ferris representatives noted above were able to provide helpful information about applying to Ferris; information regarding financial aid, student life, summer camps; and various other resources available. Charter school students were able to hear from the professional staff from Ferris. Students were able to ask questions of our current students about their experiences not only before becoming a student, but also about their experiences on campus. The momentum scholarship was another topic that the charter school students learned about. The following link provides more information regarding the momentum scholarship:
community https://www.ferris.edu/admissions/financialaid/scholarship/Incoming/momentum-scholarship.htm.

These events align with the charter school vision of the promise to transform student's lives by demonstrating high-quality performance.

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

- Customer Satisfaction / Customer Service
- 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 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. Charter school 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?

The data from Salesforce found that there was an increase in applications by 27.27 % over the past year, offers were up by 83.33 %, and we had more students complete the process and less were rejected. The

higher the number of application completion and acceptance, the higher probability that more students will continue through to the orientation and enrollment process. The table below indicates that there was an increase in orientation attendance and FAFSA completion.

Charter Schools Comparison																	
	Applications			Offers of Admissions			Incomplete Process			Admissions Not Offered			Attended Orientation			FAFSA		
Charter School	2022	2021	%+/-	2022	2021	%+/-	2022	2021	%+/-	2022	2021	%+/-	2022	2021	%+/-	2022	2021	%+/-
Voyageur	21	16	0.3125	18	8	1.25	1	7	-0.8571429	2	1	1	1	2	-0.5	12	5	1.4
Michigan Collegiate	14	8	0.75	9	3	2	3	4	-0.25	3	4	-0.25	4	1	3	8	3	1.666667
Hope of Detroit Academy	5	5	0	4	3	0.333333	1	2	-0.5	0	0	#DIV/0!	0	0	#DIV/0!	2	2	0
Creative Technologies Academy	2	3	-0.3333333	2	3	-0.33333	0	0	#DIV/0!	0	0	#DIV/0!	2	1	1	2	3	-0.33333
Marshall Academy	0	1	-1	0	1	-1	0	1	-1	0	0	#DIV/0!	0	1	-1	0	1	-1
TOTAL	42	33	27.27%	33	18	83.33%	5	14	-64.29%	5	5	0.00%	7	5	40.00%	24	14	41.67%

Based on the MI School Data and Salesforce application data, the following is additional information regarding seniors who applied to Ferris. Voyageur College Prep: 20 % of their seniors applied to Ferris; Michigan Collegiate: 17 % of their seniors applied to Ferris; Hope of Detroit: 7.5 % of their seniors applied to Ferris; Creative Technologies Academy: 8.3 % of their seniors applied to Ferris; and Marshall Academy: 1 % of their seniors applied to Ferris.

Both students and the charter school administrators relayed their sense of appreciation of the support from the main campus. Below are some pictures from the first three events. Each event provided students a connection to campus and showcased the resources that would be available to them when they attend Ferris State University. These connections will enable students to acclimate to Ferris.

Michigan Collegiate: (218 students/ 11th and 12th grade):

Voyageur: (470 students/ 9th – 12th grade):

Hope of Detroit: (286 9th – 12th grade students)

Some of the Ferris professional staff who presented during the charter school visits were as follows:

Toni Taylor (Admissions)

Kaylee Burke (Center for Latino Studies)

Darnell Lewis (Office of Multicultural Student Success)

There were no pictures provided for the following event locations: Creative Technologies (108 students/9th-12th grade) and Marshall Academy (85 students/9-12 grade).

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?

One change could be to continue to engage future Ferris students by planning events similar to these with more charter schools and include our recruitment efforts to 8th graders. The earlier we can begin to get students excited about education, they will be more likely to experience the positive learning outcomes that Ferris has to offer. Ultimately, this will help the future of the student and Ferris State University.

Part III: Next Year (2022-2023)

What continuing or new assessment activities are you targeting next year (2022-2023)?

To be determined.

Anti-Violence Alliance (AVA)

Part I: Last Year (2020-2021)

What changes did you make as a result of last year's assessment (2020-2021)?

The Anti-Violence Alliance did not complete any sessions of the Bringing in the Bystander program, so this is the first year for which we have assessment data.

Part II: Current Year (2021-2022)

What are your Assessment Highlights for the current year (2021-2022)?

Assessment Area (1 of 2): Attitudes about Prosocial Bystander Behavior:
Questions: What are you assessing? How did you collect this data?

The Anti-Violence Alliance assessed the changes in attitudes about prosocial bystander behavior of audience members who completed the Bringing in the Bystander curriculum with a pre- and post-test. The hope was to see attitudes about prosocial bystander behavior becoming stronger as a result of attending a Bringing in the Bystander program. We used a premade pre- and post-test from Soteria Solutions, the licensing group who provides the Bringing in the Bystander curriculum and the organization that will provide the assessment data to the Michigan Coalition to End Domestic and Sexual Violence. The Michigan Coalition will use the data analysis in their final report on the Delta project to the Center for Disease Control and will use the data to provide recommendations about the effectiveness of the Bringing in the Bystander curriculum on a rural college campus. The Anti-Violence Alliance will use the data to measure the effectiveness of the curriculum at Ferris specifically.

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

- Student Learning Outcomes—We are measuring whether students learn more about prosocial bystander intervention as a result of the curriculum which will prompt them to engage in prosocial bystander behavior.

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 all students at Ferris to feel safe and supported by their community and creating a culture of prosocial bystander intervention to prevent harm from happening on campus is a key component of making students feel safe.
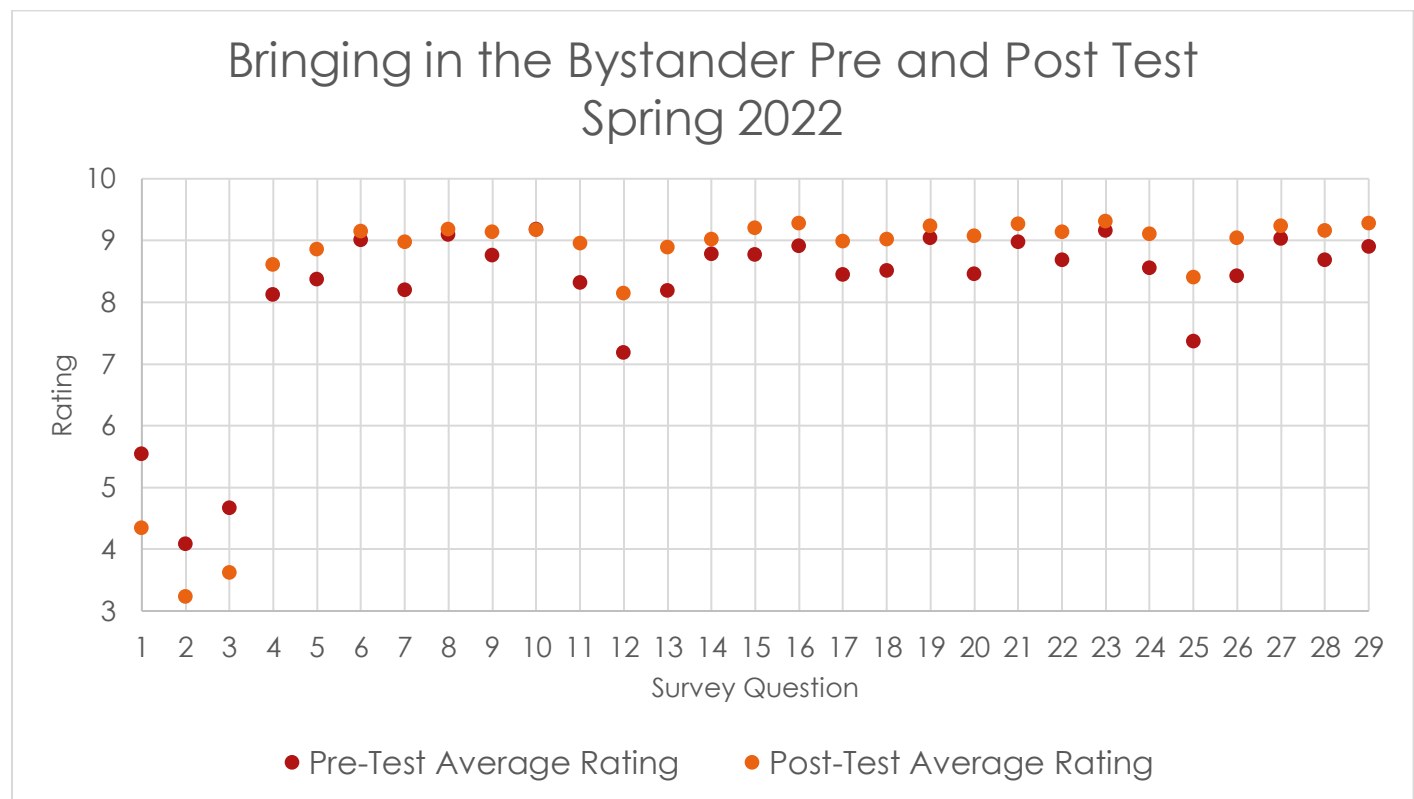
Assessment Results:

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 Soteria Solutions Pre- and Post-Test consists of 29 questions that students respond to on a Likert scale from 1 to 10 where 1 is "Not at all Important" and 10 is "Very Important." Questions 1 through 3 use a scale where 1 is "Strongly Disagree" and 10 is "Strongly Agree." The questions are listed below:

1. I don't think relationship violence and sexual assault are a problem at Ferris.
2. I don't think there is much I can do to prevent relationship violence and sexual assault.
3. There is not much need for me to think about relationship violence and sexual assault.
4. How important is it for SOMEONE to tell someone to stop belittling someone else?
5. How important is it for SOMEONE to speak up when they hear someone making victim blaming statements?
6. How important is it for SOMEONE to talk to a friend who is being hurt by their partner?
7. How important is it for SOMEONE to ask someone who looks upset if they need help?
8. How important is it for SOMEONE to call out a friend who is bragging about having non-consensual sex?
9. How important is it for SOMEONE to call out a stranger who is bragging about having non-consensual sex?
10. How important is it for SOMEONE to get help for a friend who was forced to have sex or who was physically hurt?
11. How important is it for SOMEONE to have conversations with friends about what they can do to prevent sexual assault and relationship violence?
12. How important is it for SOMEONE to talk about ending relationship violence and sexual assault on their social media?
13. How important is it for SOMEONE to talk with their friends about being safe in dating relationships?
14. How important is it for SOMEONE to get help and resources for a friend who shares they have been sexually assaulted?
15. How important is it for SOMEONE to do something to help a very drunk person at a party?
16. How important is it for SOMEONE to confront someone who is making excuses for manipulating someone into having sex?
17. How important is it for YOU to tell someone to stop belittling someone else?
18. How important is it for YOU to speak up when you hear someone making victim blaming statements?
19. How important is it for YOU to talk to a friend who is being hurt by their partner?
20. How important is it for YOU to ask someone who looks upset if they need help?
21. How important is it for YOU to call out your friend who is bragging about having non-consensual sex?
22. How important is it for YOU to call out a stranger who is bragging about having non-consensual sex?
23. How important is it for YOU to get help for your friend who was forced to have sex or who was physically hurt?

24. How important is it for YOU to have conversations with your friends about what they can do to prevent sexual assault and relationship violence?
25. How important is it for YOU to talk about ending relationship violence and sexual assault on your social media?
26. How important is it for YOU to talk with your friends about being safe in dating relationships?
27. How important is it for YOU to get help and resources for your friend who shares they have been sexually assaulted?
28. How important is it for YOU to do something to help a very drunk person at a party?
29. How important is it for YOU to confront someone who is making excuses for manipulating someone into having sex?

A total of 346 students completed the survey and the averages to their responses to all 29 questions were compared on the pre-test to the post-test. For all questions, the scores were higher on the post-survey, indicating that students felt that prosocial bystander intervention behavior was more important after completing the Bringing in the Bystander curriculum compared to before completing the curriculum.

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 learned that students agreed more strongly with engaging in pro-social bystander behavior after completing the Bringing in the Bystander curriculum. However, we also learned that the questions are skewed towards agreement. It would be better to revise the pre- and post-tests with questions that would less likely encourage agreement to measure attitudes and values about intervention more accurately. We would also like to measure the likelihood of someone engaging in prosocial bystander behaviors after completing the curriculum, rather than just their attitudes about intervening in general. If we are able to measure

likelihood of intervention behavior, we will be able to track how well our curriculum teaches usable skills to students to help reduce violence across campus.

Assessment Area (2 of 2): Student Engagement:
Questions: What are you assessing? How did you collect this data?

The Anti-Violence Alliance wanted to assess student engagement with our prevention education programs and workshops. Our peer educators spend many hours researching, creating, and practicing content for workshops that we offer during the evening and on campus for any attending student. We market these programs via several platforms, including social media, Bulldog News posts, University Wide Notices, posters, and on the campus calendar. We spend a lot of time getting everything together to offer these programs and wanted to make sure we are meeting the needs of the campus community and reaching students in the best way possible. We had students check in via CheckPoint for each program to track attendance and asked students who came to programs how they heard about the workshop.

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

- Participation/Capacity Management (Number of participants)

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?

- Academic Programs and Offerings—Initiative 5: We want to foster a rich, student-centered University educational experience that focuses on all aspects of student well-being, which includes creating and maintaining healthy relationships.

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 academic year, the Anti-Violence Alliance hosted 7 workshops in October with 34 people attending; 4 workshops in January with 16 people attending; 6 workshops in February with 34 people attending; and 6 workshops in April with 59 people attending. Some students found out about our programs via our social media accounts, some via Bulldog News and the campus calendar, and a handful from their professors. The most consistent attendance we had was from the Ready for Life group who specifically asked us to host programs for their students.

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

Based on the low attendance at programs this past year, it does not make sense for the Anti-Violence Alliance to continue to offer programs on a general basis on campus. We had the most consistent attendance with groups who specifically asked us to present to them, so this is a model we will be moving towards for the next academic year. Our peer educators will be in charge of connecting with registered student organizations across campus who would like to request for us to host a workshop for their group. By doing this, we will have guaranteed attendance at programs and will be able to tailor our program

content to meet the specific needs of the group we are presenting to. Additionally, we will switch to micro-programs at informational tabling sessions. Alongside our workshops, we host informational tabling sessions on campus where we distribute resources and information to students about healthy relationships. We will create micro-programs, or smaller versions of our workshops so students can engage with our work and learn information, but not have to worry about remembering to come back to campus in the evening to attend a workshop. The information they take from the table can be explored on their own time. We will be able to track how many students attend the tabling sessions and take information from the micro-program to track effectiveness of this method.

Part III (Next Year)

What continuing or new assessment activities are you targeting next year (2022-2023)?

We will continue to measure the effectiveness of the Bringing in the Bystander curriculum with a revised pre- and post-test to assess the likelihood of engaging in prosocial bystander intervention behavior. We will track attendance at the informational tabling micro-programs to assess engagement and effectiveness of this type of approach to prevention education on campus.

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

Part I: Last Year (2020-2021)

What changes did you make as a result of last year's assessment (2020-2021)?

Birkam Health Center (BHC):

Last year the BHC measured the utilization of the PHQ-9 score to assess the mental status of our patients upon their office visit. The need for mental health services often is overlooked in our society. The PHQ-9 is an effective tool used to screen patients who may be using the health center for services other than mental health concerns. Screening these students allowed us to assess and treat mental health issues, giving the patient a more comprehensive and complete treatment plan, aiding in their overall well-being. We will continue utilizing this tool as it also aligns with best practice and allows our staff to offer early interventions for students with mental health challenges.

Personal Counseling Center (PCC):

Last year's assessment indicated that Ferris students not only were interested in engaging in virtual therapy sessions, but data also suggested that services offered in this modality had no significant differences in terms of outcomes to therapy. As the Covid-19 public health restrictions changed for the 2021/2022 school year, we were able to continue to offer virtual teletherapy sessions in addition to in-person sessions. This has given us another year of data to improve our understanding of the differences in outcomes when comparing therapy sessions offered virtually versus in-person.

Part II: Current Year (2021-2022)

What are your Assessment Highlights for the current year (2021-2022)?

Birkam Health Center:

Assessment Area (1 of 1): Covid-19 Data:
Questions: What are you assessing? How did you collect this data?

We assessed covid data including how many covid vaccines were administered, how many positive covid cases we had in the clinic, how many rapid covid tests were performed, and how many covid PCR tests were performed. We collected the data through our Medicat EHR program, using the program to isolate cases of covid, collect the number of vaccines administered, and the number of testing that was performed.

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**

24

- o Increase the overall first-year retention rate to 75%
- o Improve the overall six-year graduation rate for full-time FTIAC bachelor's 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 we gave a total of 308 covid-19 vaccinations, diagnosed 102 positive cases for Covid-19, and we administered 714 symptomatic tests and 423 asymptomatic tests over the course of the academic year. Additionally, we completed 348 PCR tests for covid in the time frame described. It is important to note that this was for a one-year time frame, not the entire time frame of the current Covid-19 pandemic. The ability for BHC to perform these tests and administer vaccines had a positive impact on student success and enhanced student learning because it allowed students to attend in-person classes in a healthy/safe environment.

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?

Covid-19 changed the landscape in medicine, and this was no exception for college health. As a result, our clinic has had to drastically change the way in which we see sick visitors. We now see sick visitors in a designated room, wear protective equipment, and we have modified the way in which we assess, evaluate, and treat certain sick patients.

Additionally, thoughts about preventative health have also changed with the promotion and increase in implementation of covid vaccinations and boosters.

We have had to collaborate greatly with surrounding departments and with the district health department.

With the information that we have gathered, it is clear that we must continue our efforts in keeping Covid-19 precautions and interventions in the forefront of our practice. Continued diligence in assessing for Covid-19 to help decrease the transmission on campus will help our student population. This is also true for many other common illnesses that spread on campus yearly.

Part III: Next Year (2022-2023)

What continuing or new assessment activities are you targeting next year (2022-2023)?

Next year, BHC plans to assess sexual health practices amongst our patients at FSU to ensure that their care can be individualized, and appropriate risk factors are managed. The assessment efforts will include the use of the new sexual health questionnaire. We will assess the impacts of the choices of treatment and testing of sexually transmitted infections that are sought, especially by certain at-risk populations. We will also be assessing the percentage of STI positive results for each sexual health appointment. This data will give us a better understanding of what infections are circulating amongst students, which will also play an impact on the community at large.

Personal Counseling Center:

Assessment Area (1 of 2): Client No-Call, No-Show Rates for Virtual vs. In-Person Sessions:

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

We measured the no-show rates of our scheduled clients, broken down by virtual and in-person appointments. We were able to do this using our electronic health records system, Medicat, which has reporting systems within the program to control and measure different variable data sets. We measured client sessions that were coded as "no-show" (as compared to "rescheduled"). We were able to break down this number further by controlling for the appointment being scheduled as an "in-person" session or a "virtual" session.

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's 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?

The 2021/2022 year allowed our office to gather data to compare in-person and virtual sessions as this was the first time our office has offered both modalities of care. In total, the office saw 425 unique clients (20% increase from 2020/2021 year) and conducted 3826 total counseling sessions. When this number is organized by session type (virtual or in-person), 41% of sessions (1596) were conducted virtually and 37% of sessions (1426) were held in-person. These numbers include intake and follow up appointments but do not reflect the number of virtual/in person ADHD assessment sessions. When we look at the "no-call, no-show" rates between the two different session types, we see that in-person sessions had a 16% no-show rate and virtual sessions had a 10% no-show rate.

	2019/20 Scheduled sessions	2019/20 No-Show Rate	2020/21 Scheduled Sessions	2020/21 No-Show Rate	2021/22 Scheduled Sessions	2021/22 No-Show Rate
In-Person Session	1,998	26%	107*	7%	1126	16%
Virtual Session	NA	NA	2125	8%	1328	10%

*In-person sessions were not offered due to the Covid-19 Pandemic

It is difficult to draw broad conclusions based on this data set due to this being the first year both in-person and virtual sessions were offered to students. When we compare no-show rates for in-person sessions to the

2019-2020 school year (pre-covid), we see a 10% improvement. No-show rates for virtual sessions from year 2020/2021 and 2021/2022 are about the same. Offering both modalities of treatment simultaneously moving forward will help us more accurately compare and analyze data.

Explore Possible Actions Based on Assessment:

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

The data shows that we had more no-call, no-show appointments for students who were scheduled for an in-person session. While there could be multiple variables that impacted this result, there is one variable that we can control and change. When a student is scheduled for a virtual appointment, they receive an automated email reminder 24 hours in advance of their appointment with a URL to use for the session. Students scheduled for an in-person session do not receive this automated email reminder. Moving forward, we will set up the system to send automated reminder emails for all of our scheduled clients to see if it brings the in-person session no-show rate in line with the virtual no-show rate.

Assessment Area (2 of 2): Retention of Clients:

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

We are measuring student retention (the average number of students who attended follow up sessions after an intake session), controlling for virtual and in-person session types. We measure this using our electronic health records system, Medicat, which has built in data reporting functions. We pulled data sets that report how many clients returned for 1-10+ follow-up visits following their initial intake.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation / Capacity Management

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's 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?

Retention of clients is a meaningful statistic to track. On average, an individual attending 3-6 total sessions will start to notice significant improvement in their functioning and/or progression toward their goals. Ferris students that continue to come to counseling through the three-session mark can expect lasting change to their life. Measuring if there are meaningful differences in retention between in-person and virtual counseling can be helpful to know for our clinicians. In the 2021/2022 year, we retained 93% of our in-person clients past their first intake. Our retention rate for clients attending at least 2 in-person follow up sessions (3 total sessions) was 70%. Of our virtual sessions, we retained 72% of clients beyond their initial intake. One thing to keep in mind is that our virtual session data set has some inaccuracies due

to inconsistencies in session coding by our clinicians as well as our virtual appointment code being artificially inflated by returning clients from the year before.

Individual Client Session Counts, Post Intake Appointment

	Total Clients	1 session	2 sessions	3 sessions	4 sessions	5 sessions	6 sessions	7 sessions	8 sessions	9 sessions	10+ sessions
In Person	193	49	33	28	19	13	11	9	10	4	17
Virtual	236	66	38	28	27	21	14	10	4	1	27

The data suggests the Personal Counseling Center does an exceptional job at retaining clients past their first intake appointment regardless of the session being in-person or virtual. Retention of 70% indicates that a large majority of our clients connect quickly with our clinicians and in turn, reschedule to continue and make progress on their goals. The data indicates that we retain clients slightly longer when the counseling session is conducted virtually which makes sense as virtual sessions have fewer barriers to engagement. We have an opportunity to focus on in-person client retention, trying to bring it in line with our virtual retention.

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

The data suggests that we continue to offer counseling appointments in-person and virtually moving forward. When students are able to choose the modality in which they engage in counseling, we tend to retain them longer which suggests better overall outcomes.

Part III: Next Year (2022-2023)

What continuing or new assessment activities are you targeting next year (2022-2023)?

In the 2023 academic year, the Personal Counseling Center will focus more on student outreach and programing on campus. Our outreach goals were heavily impacted by the Covid-19 pandemic and the subsequent community health guidelines and restrictions. We hope to take full advantage of the opportunity to meet students where they are this year, informing them of therapy services and providing education to help contribute to a thriving, mentally healthy Ferris community.

Career and Professional Success (CAPS)

Part I: Last Year (2020-2021)

What changes did you make as a result of last year's assessment (2020-2021)?

We assessed the satisfaction of the First Year Peer Success Program last year. In response to the data results, we increased coaching staff by two people, and we added two coaches from the Center for Latin@ Studies. Our first-year student response rates improved the following year.

Last year we also assessed the satisfaction of Career Center services. The results showed a lack of knowledge of the services and the perception that help is not needed. During the summer of 2021, we created a new department called Career and Professional Success. This provided an opportunity to rebrand, and we were able to advertise the new office in an effort to increase knowledge and participation in services.

Part II: Current Year (2021-2022)

What are your Assessment Highlights for the current year (2021-2022)?

Assessment Area (1 of 1): Employer Engagement:
Questions: What are you assessing? How did you collect this data?

We are assessing employer engagement in Handshake and on-campus. The data was collected from Handshake reports and staff records.

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

- Program Success

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 – Other Initiatives
- Pride and Community – Deepen internship collaborations
- Student Success – Expand alumni employers to work with students

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 Pandemic created a reduction in employer recruitment on campus for many reasons. During the 2021-2022 year, we implemented new strategies to re-engage employers on campus. We created an employer recruitment guide, provided in-person and virtual recruitment opportunities, created an employer liaison staff job title, and intentionally reached out to employers who have not recruited on campus for programs that are underserved by on-campus recruitment. We are evaluating our effectiveness by reviewing employers that recruited on and off-campus this past year. With these small changes, employer engagement increased dramatically this past year.

Increased Employer networking opportunities
- Career Fairs, Fall 2020 (140) to Fall 2021 (317): 55.8% increase
- Career Fairs, Spring 2021 (136) to Spring 2022 (245): 44.4% increase
- On-campus Visits and Interviews, Fall 2020 (1) to Fall 2021 (3)
- On-campus Visits and Interviews, Spring 2021 (0) to Spring 2022 (11)
- Virtual Interviews through Handshake, Fall 2020 (0) to Fall 2021 (100)
- Virtual Interviews through Handshake, Spring 2021 (0) to Spring 2022 (188)
- Virtual Company Information Sessions through Handshake. Fall 2020 (97) to Fall 2021 (154)
- Virtual Company Information Sessions Through Handshake, Spring 2021 (397) to Spring 2022 (652)

Handshake Employer Engagement (May 2021-June 2022)

- 2700 employers were approved to access Handshake (33% increase)
- 22,120 total employers in Handshake
- 7384 employers located in Michigan
- 10,7342 opportunities posted (52% increase)
- 3442 active jobs in Michigan on 8/4/2022
- 9781 students/alumni received a message from employers (31% increase)
- 1133 Employers reached out to students (61% increase)

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 are excited to use this information in our marketing to students, sharing that employers are recruiting and that Handshake is growing. This is a great way for our students to find their next employment opportunity. We will continue to collect this data through the year to continue the momentum while we implement new opportunities for employer engagement. We discovered that on-campus employer interviews and information sessions are being recorded in a variety of places. We will become involved with this in an effort to streamline where this information is kept so we can more easily and accurately report on-campus employer engagement.

Part III: Next Year (2022-2023)

What continuing or new assessment activities are you targeting next year (2022-2023)?

We are developing a data dashboard of the most important and relevant career readiness and recruitment information. This data will be shared monthly and showcased in next year's assessment highlights. We will also be using Navigate to record all student engagement and will report on the engagement and success of using Navigate.

Center for Student Involvement (CSI)

Part I: Last Year (2020-2021)

What changes did you make as a result of last year's assessment (2020-2021)?

This previous academic year, the Center for Leadership, Activities, and Career Services was split into two offices: Center for Student Involvement (CSI) and Career and Professional Success (CAPS). The previous year assessment focused on RSO resources and opportunities for engagement for the academic year. As a result of that assessment, we sent out an RSO Newsletter to all officers and advisors more regularly throughout the year. These included upcoming events, timely reminders, and opportunities for engagement on campus.

Part II: Current Year (2021-2022)

What are your Assessment Highlights for the current year (2021-2022)?

Assessment Area (1 of 1): Student Events:
Questions: What are you assessing? How did you collect this data?

This academic year we focused on collaborating with other areas to produce student events. Data was collected through our event registration system, BulldogConnect, powered by Presence.

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

- Operational Effectiveness

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, 1.1. University Structure and Process, i. Opportunities to streamline University processes should be sought with the goal of eliminating redundancies and employing strategies that help the various University units work together synergistically rather than competitively.

32

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 Center for Student Involvement sponsored or co-sponsored over 113 events during the last year. Of those events, 21 had at least one co-sponsor. These included a mix of in-person, online, outside, and hybrid events, almost all of which were free to students.

This past year, we focused heavily on working with Housing and Residence Life and the Office of Multicultural Student Services to co-program to provide incredible opportunities for students. Below is a selection of events with collaborators from across campus.

- *Spring Virtual Game Shows* with Kendall College of Art and Design. These included Trivia, The Dad Joke Show, and Playlist Bingo. The events were held in January and February which was a prime time for virtual events as the weather can impact in-person activities.
- *Flannel and Frights* weekend provided multiple opportunities for collaboration with Housing and Residence Life, LGBTQ+ Resource Center, and Entertainment Unlimited. This weekend included a petting zoo, fresh donuts, a pumpkin decorating event, a screening of Hocus Pocus, an ice-skating party, haunted laser tag, and a screening of the *Rocky Horror Picture Show Cabaret*.
- *Anishinabek Art and Tools* was a collaboration between the Office of Multicultural Student Services and CSI during Native American Heritage month. This event had a variety of artifacts that students could learn about through hands-on activities and an informational video. The program was held over two days, at multiple times each day, to accommodate the variety of student schedules.
- *The Diversity, Equity, and Inclusion Summit* Involved CSI, OMSS, Kendall, and the Center for Latin@ Studies. This annual event features staff, students, and speakers from off campus.
- *Arts and Lecture Series* was an opportunity to collaborate. The planning was done by the committee and CSI assisted with logistics, promo, and scheduling. The main programs were Dr. Inge Auerbacher, Holocaust Survivor and Author, and the New Orleans-style, Kanola Band. These activities are leading to future collaborations for the new speaker series launching in the Fall.
- *Summer Series* was a revived programing collaboration with Housing and Residence Life to provide four events to students over the summer semester. This included a trip to a Whitecaps Game, White Elephant Bingo, a BBQ Bash, and a day trip to Mackinac Island.

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?

Throughout the past academic year, some of our most successful events have been those that we have partnered with in other areas to develop and produce. We found that CSI had the experience and connections to produce an event, and our collaborators were able to help bring ideas and promotion to groups of students we would not have otherwise reached. We would like to reach a goal of 25% of our events being co-sponsored by another department or student organization.

Part III: Next Year (2022-2023)

What continuing or new assessment activities are you targeting next year (2022-2023)?

Over the next year, CSI will look to have a more balanced set of programing as it relates to the "Be A Bulldog" programing model.

Commencement

Part I: Last Year (2020-2021)

What changes did you make as a result of last year's assessment (2020-2021)?

We explored virtual ceremony options as well as print costs associated with the production of the Commencement Program. We went back to fully in-person ceremonies beginning in Fall 2021. It is a difficult task to balance virtual and in-person options and to estimate the number of programs needed. We returned to a simulcast of the live ceremony.

Part II: Current Year (2021-2022)

What are your Assessment Highlights for the current year (2021-2022)?

Assessment Area (1 of 1): New Options for Commencement Programs:
Questions: What are you assessing? How did you collect this data?

We explored mechanisms to continue to provide complimentary programs to graduates and guests of our Commencement ceremonies as well as balance that with the ever-rising costs and recent supply-chain issues experienced – especially since March 2020. We lowered the print counts and had a .pdf option available on the Commencement website to reduce waste and cost. The budget for Commencement has not been increased since 2016 – and that increase was earmarked for the purchase of red vinyl diploma covers at the request of a member of President's Council.

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

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?

Ceremony	Quantity	Cost per Piece	Total Cost
Spring 2022	6500	1.86	$12,107.56
Fall 2021*	2800	1.66	$4,653.10

Fall 2019	2800	1.28	$3,584.31
Spring 2019	7500	1.34	$10,063.79
Fall 2018	3000	1.32	$3,946.30
Spring 2018	8200	1.10	$9,237.00
Fall 2017	3000	1.24	$3,719.00
Spring 2017	8220	1.06	$8,709.00
Fall 2016	3500	1.01	$3,469.00
Spring 2016	8800	1.04	$9,119.00
Fall 2015	4000	.90	$3,589.00
Spring 2015**	9250	.99	$9,323.00
Fall 2014	4000	1.40	$5,609.47

Break due to COVID
**New Program Format*

In Spring of 2015, we changed the format of the programs to reduce production costs. The legacy format included a gold foil seal on the cover that was quite expensive. We collaborated with UA&M to produce a more modern version and with a reduced cost. Seven years later, the per program cost has more than doubled from the Fall 2015 rate of .90 cents. Even though we are ordering fewer programs and making design choices to keep cost low, it is not enough. At approximately $18,000 per year, programs represent over 1/3 of the expense budget for Commencement.

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 explore revenue-generating options. First, we are considering offering the opportunity to purchase space in the program from Ferris entities, other businesses, and parents/friends of graduates to defray costs. We will have to balance that with workload considerations as to who has available time and appropriate skills to coordinate this effort.

Another option is to offer a digital only program and/or charge for printed copies of the program. It is a greener solution in both senses of the word, but guest satisfaction may suffer as a result.

Lastly, it may become necessary to increase the Commencement budget. With overtime charges for Physical Plant union staff, student wages, the rising cost of the sound company and programs, there is little wiggle room. We already run the ceremonies with a completely volunteer administrative staff.

When compared to our peer Public 15 institutions, six of them have an application to graduate or commencement fee.

Part III Next Year (2022-2023)

What continuing or new assessment activities are you targeting next year (2022-2023)?

Next year, Commencement will be examining altering the schedule and pairings of colleges to improve the experience of our graduates and their families. We will also assess what continued role, if any, there is for the coordinated social media efforts on the day of the ceremonies.

David L. Eisler Center

Part I: Last Year (2020-2021)

What changes did you make as a result of last year's assessment (2020-2021)?

The David L. Eisler Center went through several leadership changes during the previous academic year. Through the changes, our leadership team continued to focus on our students, student staff, and external clients. The previous year's assessment revealed that there were no barriers to staff attending training when it landed on MLK Day. The DEC continued to host our Spring Recharge on MLK Day.

Part II: Current Year (2021-2022)

What are your Assessment Highlights for the current year (2021-2022)?

Assessment Area (1 of 1): Patron Usage:
Question: What are you assessing? How did you collect this data?

Data was collected through two means. For our operating hours, decisions were made based on patron count throughout the evening. Student staff perform rounds throughout the evening and count the number of patrons (excluding guests in the Quad) in the building and log those numbers. Data was collected for facility usage by utilizing our reservation management system.

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

- Operational Effectiveness

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, 1.1. University Structure and Process, ii. The University administrative structure should be realigned in ways that increase effectiveness and reduce costs.

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 assessment, we found two main themes. The first, is that that the patron count in the David L. Eisler Center begins to dramatically decrease around 9:00 pm during the week. A second theme that was revealed was that our most reserved space continues to be our largest meeting rooms that can be reserved at no cost. We continue to see a strong demand for our largest meeting rooms, while our smallest rooms had significantly fewer reservations.

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 most direct action taken as a result of our assessment done during the academic year, was that the facility hours were reduced to begin closing at 10:00 pm in response to patron count.

We will continue to monitor facility usage and explore ways to continue to utilize our space most effectively. As reservations for smaller rooms has decreased, those rooms have been released to be used as study rooms. This past academic year our smallest rooms were used as a study rooms over 1,300 times.

Part III: Next Year (2022-2023)

What continuing or new assessment activities are you targeting next year (2022-2023)?

For the upcoming year, the David L. Eisler Center is going to focus on our student staffing model and looking for opportunities to streamline and be more efficient with our staffing.

Financial Aid/Scholarships

Part I: Last Year (2020-2021)

What changes did you make as a result of last year's assessment (2020-2021)?

Our 2020-2021 assessment focused on a transition from a more traditional in-person advising experience to virtual student advising. During this assessment, it was evident that today's students and their families embraced the opportunity to schedule virtual appointments with financial aid advisors and saw advantages in doing so. Survey evidence demonstrated that those who participated in a virtual session were likely to do so again, that questions were successfully answered, and that almost all survey respondents would recommend this experience to a friend or family member. Staff also reported positive feedback including additional access to family members who otherwise might not have been able to meet "face to face."

Considering the outcomes reported by students, parents, staff, and campus partners, the Financial Aid Office has continued to host virtual appointments and has transitioned our staffing coverage toward more availability virtually. We continue to monitor success through student feedback during appointments and by volume of virtual visits compared to in-person traffic. From August 2021 through December 2021, advisors saw 267 virtual appointments scheduled, while during the first 5 months of 2022 (January through May), 357 appointments were made virtually compared to 203 walk-in meetings with advisors. In a recent NASFAA conference session hosted by students, the participants attested to the value they see in virtual scheduling as compared to the inconvenience of needing to go into their Financial Aid Office on campus, further supporting the student perspective of needing this flexibility. Our office has also increased our online presence by hosting virtual education sessions on a variety of financial aid topics. In doing so, we have seen overwhelming attendance and positive feedback. We intend to continue this trend in upcoming years as students continue to prefer virtual options for interaction and information sharing.

Part II: Current Year (2021-2022)

What are your Assessment Highlights for the current year (2021-2022)?

Assessment Area (1 of 1): Initial Participation Process:
Questions: What are you assessing? How did you collect this data?

Our 2021-2022 assessment focused on the Initial Participation Process whereby an academic instructor reports a student's non-attendance in a registered course, the Registrar's Office (RO) processes a schedule adjustment, then the Financial Aid Office (FAO) reviews aid eligibility in accordance with regulatory guidelines for participation. This process presents challenges as a student's participation status can change at any time throughout the semester which results in new reporting, or changes to previous reports, and communication among many offices.

Prior to Fall 2021, the IP reporting process consisted of two independent WebFocus reports used by either Financial Aid or the Registrar's Office. Each office maintained their own schedule for review, processing each week, and communicated changes frequently on a case-by-case basis for individual students. This process led to a high volume of emails traveling between several staff members who were all involved in different aspects of the updates. A mail merge batch process run by the Registrar's Office was used to inform students of a "non-participation" report and the student was instructed to review messaging in MyFSU for additional details on which course(s) or instructor(s) that were reported. Due to student and instructor uncertainty about the process, several emails and/or calls were frequently made inquiring about the same reporting status, often directed to both offices independently, to personal staff emails, as well as joint office email accounts. This indirect route of communication created additional volume, internal back and forth information sharing, and delays in processing.

During the past year, the Financial Aid and Registrar's Offices have continued to meet with Information Technology Services (ITS) to develop workflow processes that assist in streamlining and automation of the flow of information. Phase I of the implementation included automated reporting so that student information was transmitted through workflow directly to the Registrar's Office, then automatically on to the Financial Aid Office once processed. If at any time during the processing of a student record, a reversal was needed due to a new participation report, the process was designed to re-route the data to the appropriate next step for processing or "stopping" the workflow. In addition, during Phase I, students and reporting instructors all received an automatic email immediately, notifying them of the course reporting status, contact information, and next steps.

Instructor email following a "non-participation" reporting:

Hello Roxanne,

Thank you for submitting the initial participation information for your course(s) and student(s). The student below was emailed today letting them know they were flagged as "N" for not starting participation in the course listed.

Student ID: :
Student Name: Dominic
CRN: 80003
Course: COAS 491 - 401: Integrative Studies Internship

The student has not been dropped from the course, however the credit hours are excluded from the time status (i.e. full time, half time, etc.) used for any financial aid.

The student has been instructed to reach out to you if they are participating and need the information updated. You can update your initial participation flag for a student by replying to this email and indicating the student is now participating.

Please let me know if you have any questions.

Student email following a "non-participation" reporting (if student is a federal aid recipient):

This instant response created a quicker turnaround time for student and instructor engagement and subsequent course participation. Also, in speeding up the notifications between students/instructors, our offices became notified of positive participation earlier which supported internal processing changes. At the beginning of the term (our highest volume of reporting), we were able to eliminate many unnecessary adjustments that otherwise would have been reversed later due to a student beginning participation. This gave staff the opportunity to prioritize responsibilities within our short timeline between the end of drop/add and aid disbursement.

A new joint email account shared by the Financial Aid Office and the Registrar's Office provides one point of contact for both instructors and students wishing to communicate updates. Instructors are advised that they can simply forward the automated participation email to IP@ferris.edu to inform both offices of a participation change. The pre-formatted email allows everyone involved in the communication to have easy access to relevant information for updating the student account, including CWID, CRN, contact information, etc.

Workflow utilization has created a clear path for each non-participation report from one office to the next, a centralized documentation of the reporting status and the processing notes, and has automated the data flow. The single point of contact between offices improved accuracy and reduced processing time. Both offices continue to share information with students and academic partners to emphasize the importance of early class participation as well as reporting by the instructor for regulatory compliance.

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

- 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?

- Institutional Effectiveness Initiative 2:IE 2.1
- Institutional Effectiveness Initiative 2: IE 2.3
- Student Success Initiative 2: SS 2.5

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 continue to delay class participation beyond the initial 9-day window for the beginning of the term IP reporting deadline. Additional outreach and education are still needed to educate students on the necessity to begin classes on time or take steps early to change their registration prior to the start of a course. While communication during the process has improved, the end goal is that all students would begin participating in their courses and with their instructors as soon as the course start date arrives. There are clear advantages to early engagement in course activities and this process is supportive of those benefits, which include course readiness, student success, and increased graduation rates. The Financial Aid Office will continue to send campus-wide messages at the beginning of each term, informing students of the necessity to begin participating early. These messages will include an explanation of what constitutes as "participation."

Similarly, class reporting remains less than 100% by faculty. We will also remain committed to supporting instructor reporting by way of sending out reporting deadline dates in advance of the term, including instructions for reporting within MyFSU, and send out communication throughout the term for sections that have not been reported on by instructors. During the past year, we have communicated with instructors who support the practice of participation reporting and engage with it, as well as instructors who have voiced opposition to the practice. As we continue to move toward complete participation, we will continue to have conversations with our academic partners to explain the necessity for this process and generate buy-in while documenting feedback and answering questions.

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?

Subsequent phases of the workflow add new components as well as improve the initial process that was implemented in Fall 2021. Improvements include automated posting of the new registration status updates for the reported CRN, posting of notes within Banner to document the reporting status, and separating the workflows for handling initial reports versus changes (reversals) after the completion of the initial process. Eric Haner and Scott Claerhout have been instrumental in all aspects of workflow development and continue to demonstrate exceptional teamwork and coordination with our office throughout this process.

Phase 2 Concept Diagram:

42

IPT Pro Workflow

A_Get_Environment → A_Get_Stu_Data → A_Get_Class_Data → A_Get_Faculty_Data → A_Check_For_Missing_Data

Is GOLD — TIV Student — No Missing Data

Is SAND/PPRD

Missing Data

V
IP_Exceptions_Form

Non-TIV Student

+
Participation_Email_to_Faculty

+
Participation_Email_to_Student

+
TEST_Participation_Email_to_Faculty

+
TEST_Participation_Email_to_Student

Is SAND/PPRD

+
TEST_Non_TIV_Student_Email

Is GOLD

+
Non_TIV_Student_Email

Performed by IPT Financial Aid Role

V
Aid_Adjustment_Form

Cancelled

Processed

Get_New_Processed_Name

Rename_Workflow

Insert
RORMESG_Comment

Performed by IPT Registrar Role

V
RT_Update_Form

SC

RT

Cancelled

Update_SZRPTCP_PTCP_IND
Y

Update_SZRPTCP_WF_IND
C

SC column:
Update_RSTS_ESTS_DATE
to first day of term

Update_SFBETERM_ESTS_CODE
SC

Update_SFBETRM_RGRE_CODE
NP

Update_SFRWDRL_EFF_WDRL_DATE
first date of term

Update_SPRCMNT_CMMT_CODE
00

Update_SSPRCMNT_ORIG_CODE
REC

Insert_SPRCMNT_CONTACT_DATE
Today's Date

Insert_SPRCMNT_TEX
Student record cancelled per
non-attendance/participation. IPT
reporting from Instructor (Date),
effective (Term). WFLOW

RT column:
Update_RSTS_ESTS_DATE
first date of term

Update_SFTREGS_RSTS_CODE
for appropriate CRN to RT

Update_SPRCMNT_CMMT_CODE
00

Update_SSPRCMNT_ORIG_CODE
REC

Insert_SPRCMNT_CONTACT_DATE
Today's Date

Insert_SPRCMNT_TEX
(TERM) (CRN) (SUBJECT) (COURSE)
updated to RT per instructor IPT
reporting, student is not
attending/participating (DATE).
WFLOW

Phase 3 Concept Diagram:

43

IPT Reversals Workflow

IPT Reversal Form (Registrar's Office inputs Student ID, Term, CRN)

→ A_Get_Stu_Data

Update_RSTS_ESTS_DATE
first date of term

Update_SFTREGS_RSTS_CODE
for appropriate CRN to RE

Update_SPRCMNT_CMMT_CODE
00

Update_SSPRCMNT_ORIG_CODE
REC

Update_SPRCMNT_CONTACT_DATE
Today's Date

Update_SPRCMNT_TEX
(TERM) (CRN) (SUBJECT) (COURSE) updated to RE/YES on IPT per instructor email verification, student is attending/participating (DATE). WFLOW

Adding Financial Aid Form for notification in Worklist/ Workflow

— Is GOLD —
Text

— Is SAND/PPRD —

Participation_Email_to_Student

Email IP@ferris.edu Notification of Reversal (will set inbox rule for financial aid notification folder)

TEST_Participation_Email_to_Student

Email IP@ferris.edu Notification of Reversal (will set inbox rule for financial aid notification folder)

In support of our intention to gain instructor buy-in, additional improvements will be made within the MyFSU portal where reporting is completed. Reporting will be streamlined by defaulting selections to a "Yes" report so that instructors only need to change non-participating students to a "No" before submitting their class roster. This will reduce mouse clicks and time needed to report on a complete course as most students will have successfully participated. In addition, we will also add a new option in the reporting selection of "unknown" to accommodate instructors who may need to follow up with students later, after the IP reporting deadline. This way instructors can report on part of a class, then return later to complete reporting in full, rather than needing to report on all students at once. We anticipate that these improvements will increase instructor reporting rates.

We will also automate report delivery during the semester for class sections that have not been fully reported. Prior to Fall of 2022-2023, these reports were requested weekly as an ad-hoc request to the

Financial Aid Office programmer, then shared with the Associate Provost. He in turn would share the report amongst academic departments. Beginning in Fall 2022, the reports will be scheduled for bi-weekly distribution directly to the Deans within the academic colleges for sharing and distribution.

Part III: Next Year (2022-2023)

What continuing or new assessment activities are you targeting next year (2022-2023)?

For our 2022-2023 assessment, we will focus on scholarship management, stewardship, and spending. Initial assessment results that began in 2022, during the 2021-2022 scholarship cycle, have highlighted challenges within the scholarship awarding process. Currently our scholarship team is developing spending reports for donor funds and identifying specific action steps that can improve spending rates while reducing administrative burden.

Institutional Research & Testing (IR&T)

Part I: Last Year (2020-2021)

What changes did you make as a result of last year's assessment (2020-2021)?

Assessment Area (1 of 1): Institutional Reporting Tools

After reviewing and investigating ARGOS, it was decided that ARGOS might not be the best platform. It was determined that it may not be the best fit or working solution at this time. Early this year, after welcoming our new CIO on board, a new committee, the "Enterprise-Wide Reporting Solutions (EWRS) Committee was formed to continue the efforts to research and look into possible university reporting tools.

The committee reviewed the current state of reporting including the current state of Argos and WebFocus, how we got where we currently are, history of past decisions, and the need for a centralized reporting solution that can meet the needs of our campus community.

It was suggested to utilize an RFP in support of this process, and then decided to do a hybrid type solution, with the committee reviewing a list of various vendors, with the goal of reducing the number down and only sending the RFP to those who the committee thought would support the goals and outcomes of the search. Currently the process of conducting the RFP is still underway after modifications were made to try and further define the needs that the group has in regards to finding the university the best reporting solution.

Part II: Current Year (2021-2022)

What are your Assessment Highlights for the current year (2021-2022)?

Assessment Area (1 of 1): New Options Reporting Solutions/New Dashboard IR:
Questions: What are you assessing? How did you collect this data?

Last year after it was decided that ARGOS would most likely not be the platform that the institution would be going forward with as an enterprise-wide reporting solution, other options were explored, and it was anticipated these options and the findings would be assessed this year. To date, this process is still ongoing, and we are continuing to look into various choices for a product.

After taking a look at Dashboard Data tools, and the uses of these data tools and various ideas, Institutional Research & Testing proceeded with the switch to a different data visualization tool, changing from the use of Tableau to Power BI.

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

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 a no data visualization presence prior to 2019, we began to evaluate feedback from those accessing the Tableau site. The Tableau site had been up and running for the past two years. We learned, and know, people wanted to see and wanted to use dashboard data. We wanted dashboards that provide the institution with a means to communicate information quickly, clearly and efficiently, and dashboards that show trends and changes in data over time. Tableau was working to do these things, but those working with it felt we may garner more by changing tools. Making the decision to move forward with a different tool, Power BI, brought a new look and feel. This allowed us to present more data elements in a limited space with the capability of summarizing large amounts of data in a visual format, and ultimately allowed people to see and identify the patterns and information at a glance. We are in the beginning stages of using and gaging the differences in the two tools after just transitioning to the new Power BI site a few months ago.
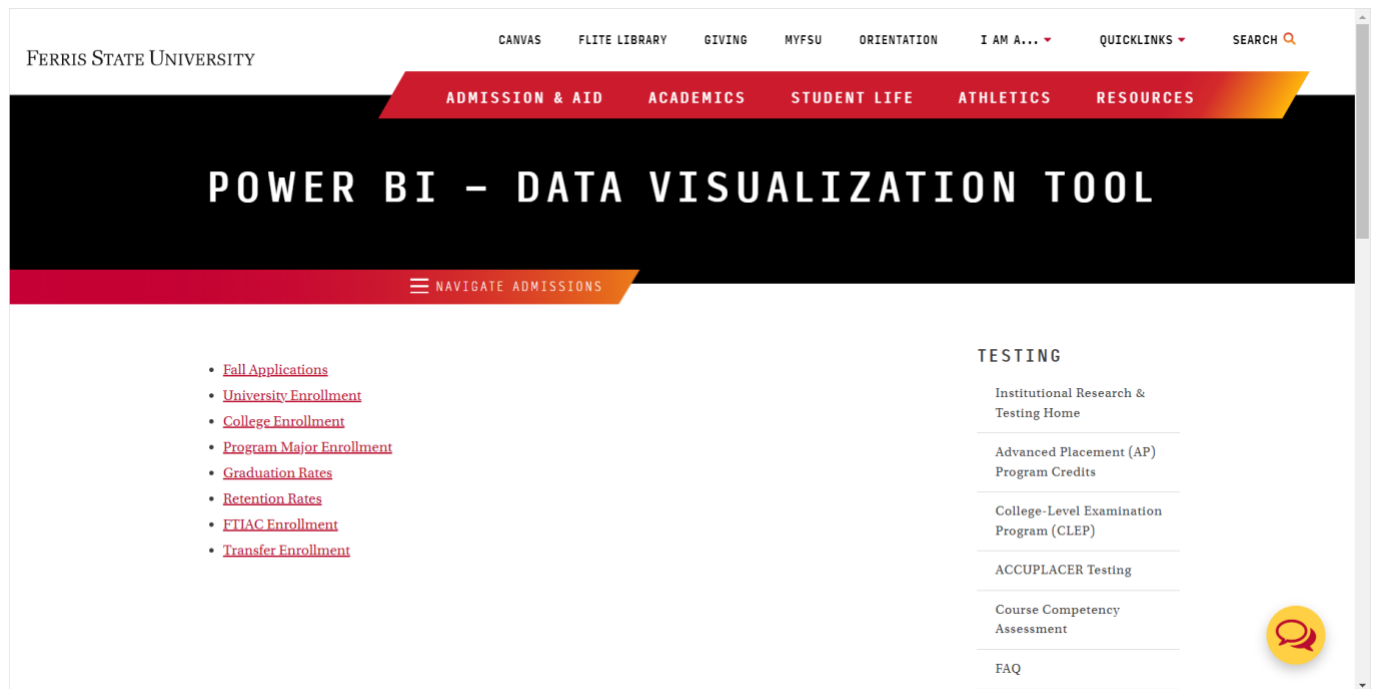
Below are snapshots of examples of the dashboard data available. These include trend data on the demographic and enrollment characteristics of the university's student body.

Shown here is the link and what our IR site looks like to access the "Data Dashboards:"
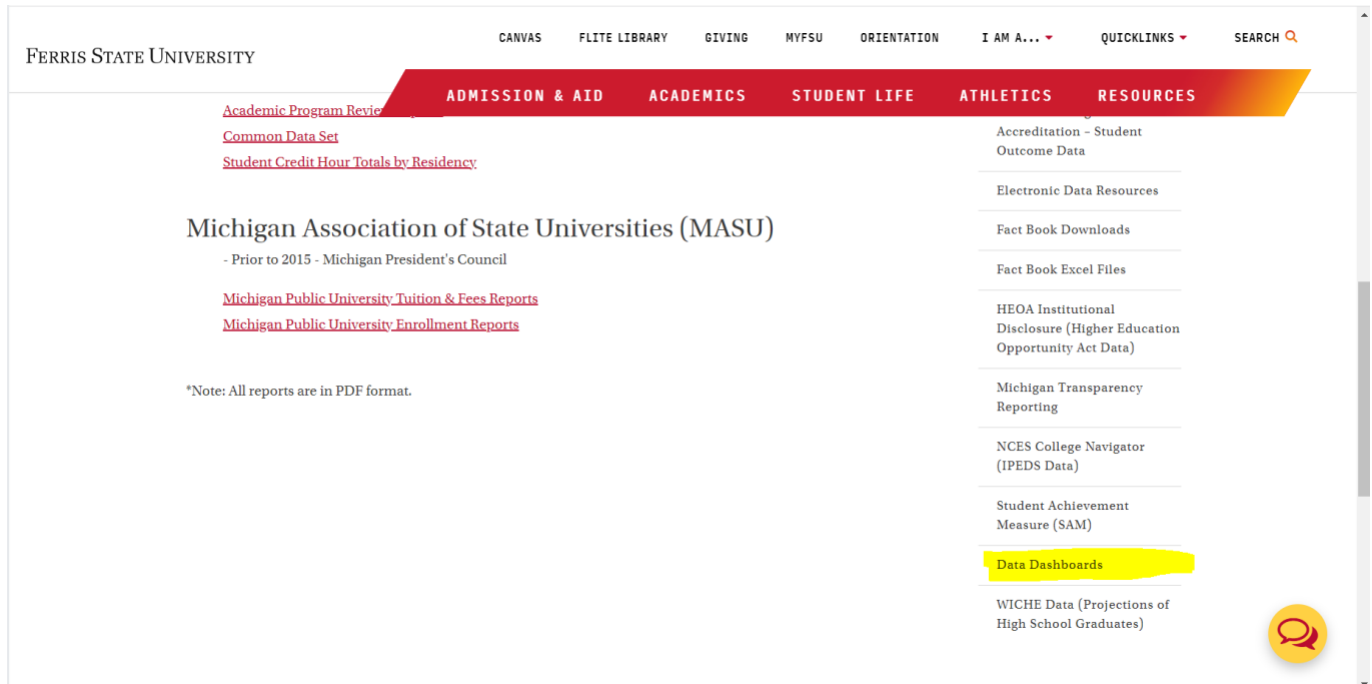
**Shown here is what the POWER BI landing page looks like:**
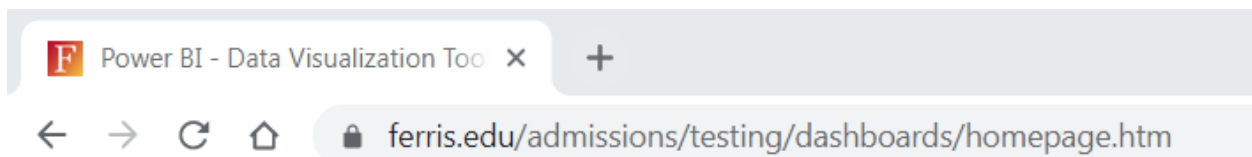
Dashboards included are:

- Fall Applications
- University Enrollment
- College Enrollment
- Program Major Enrollment
- Graduation Rates
- Retention Rates
- FTIAC Enrollment
- Transfer Enrollment

Shown here is an example of a dashboard within Fall Applications – Applied, Admitted, and Enrolled by Student Type: This dashboard is one example with counts of students who applied, were admitted, and enrolled at Ferris, with variables such as by Major, by college, and by student type.
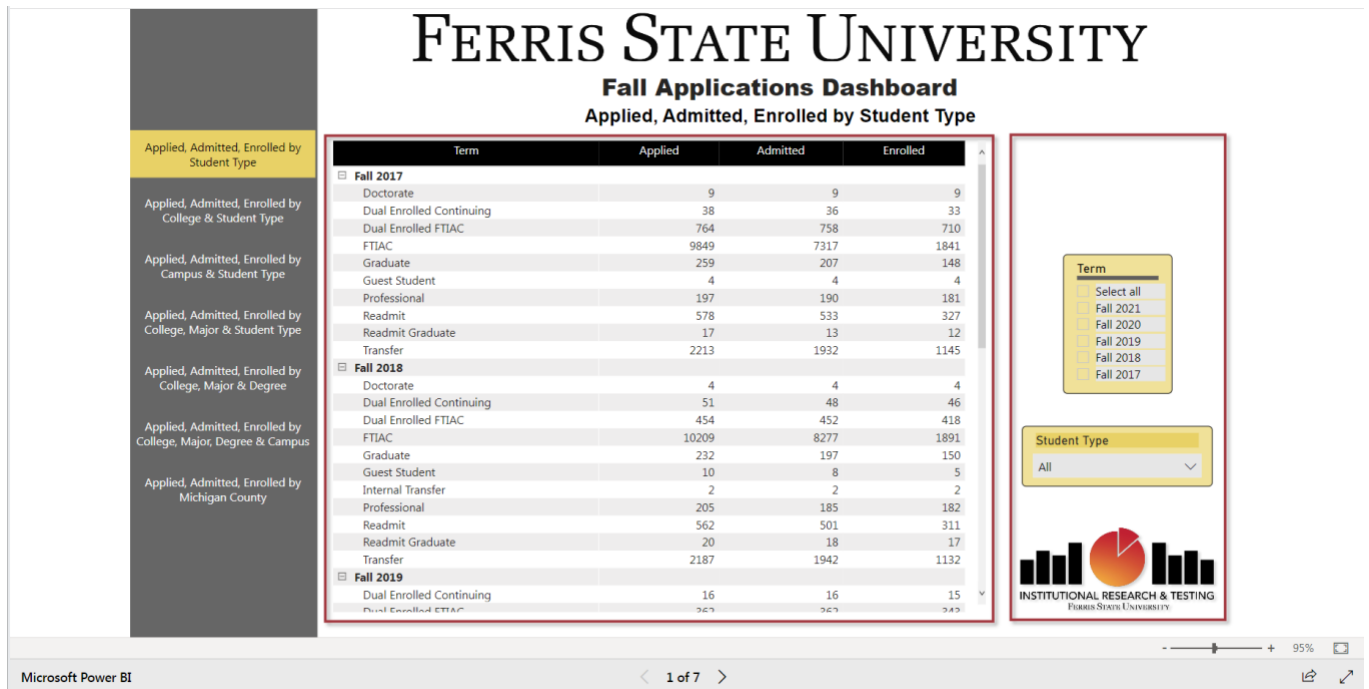
Shown here is the overall University Enrollment Dashboard: This dashboard shows a quick overview of university enrollment data (student types, levels, and demographics).

Shown here is the University Enrollment by Michigan County Dashboard: This Student Enrollment Counts dashboard provides an unduplicated headcount of **students** attending by Michigan County. The map is interactive with student types, levels, and demographics.
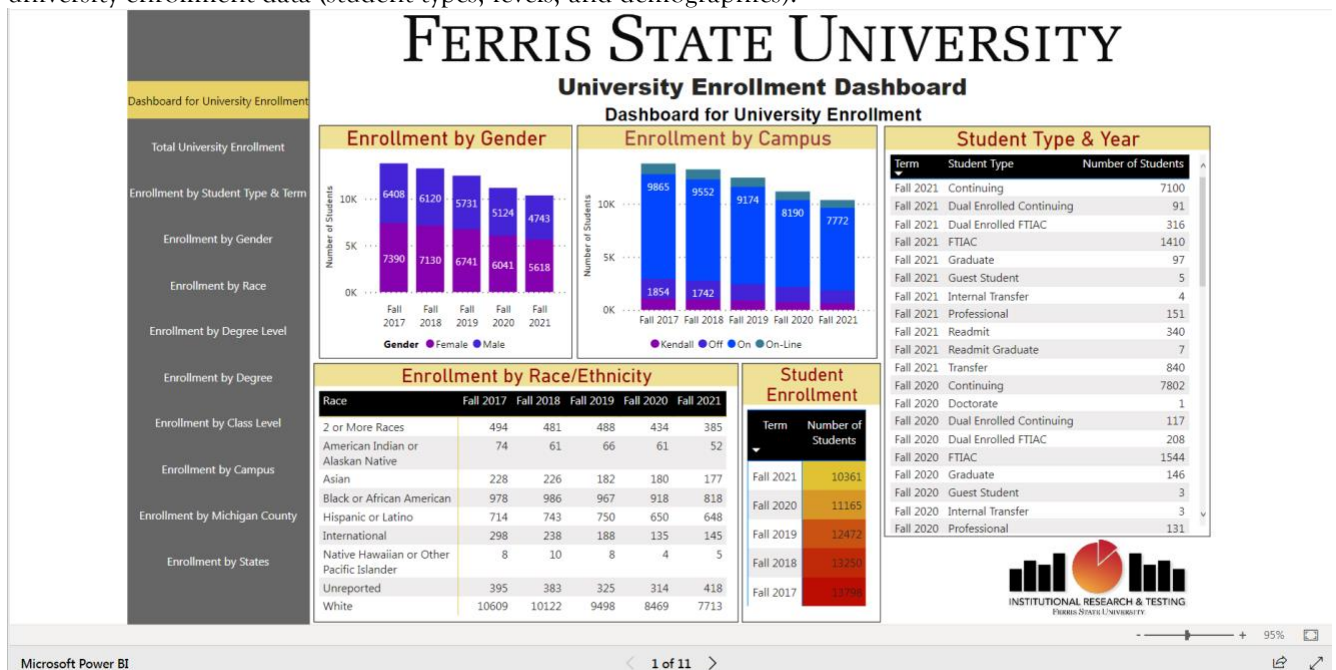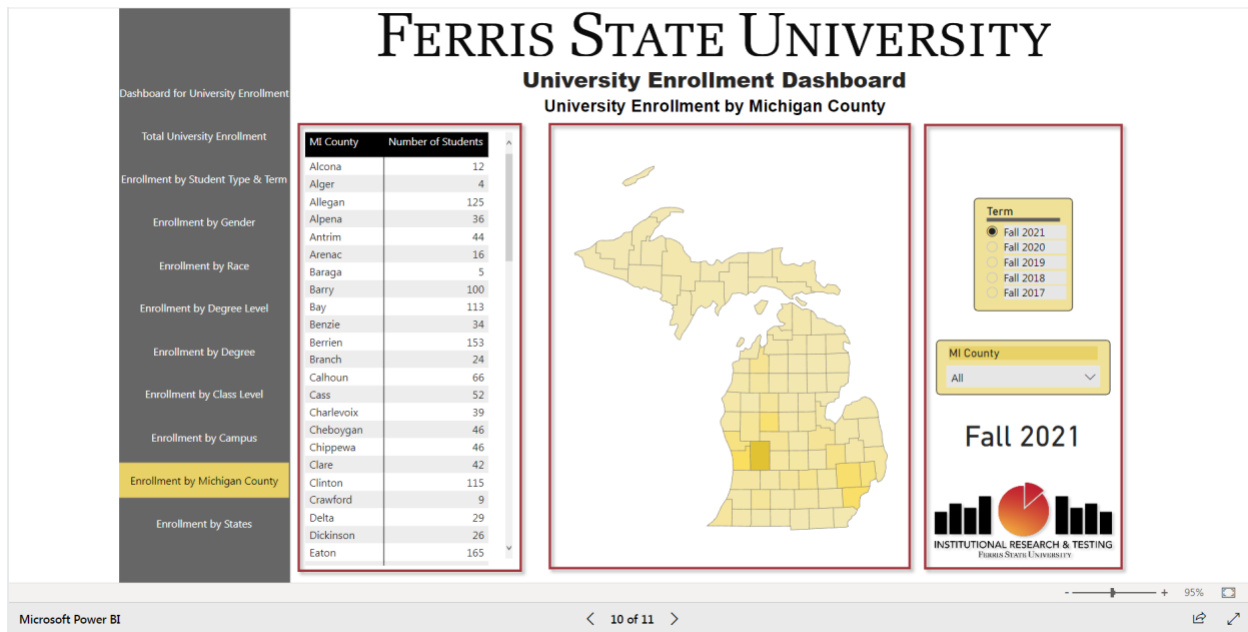
Shown here is the Graduation Rates Dashboard: This dashboard reflects graduation rates data, and data collected for full-time, first-time degree, and certificate-seeking undergraduate students.
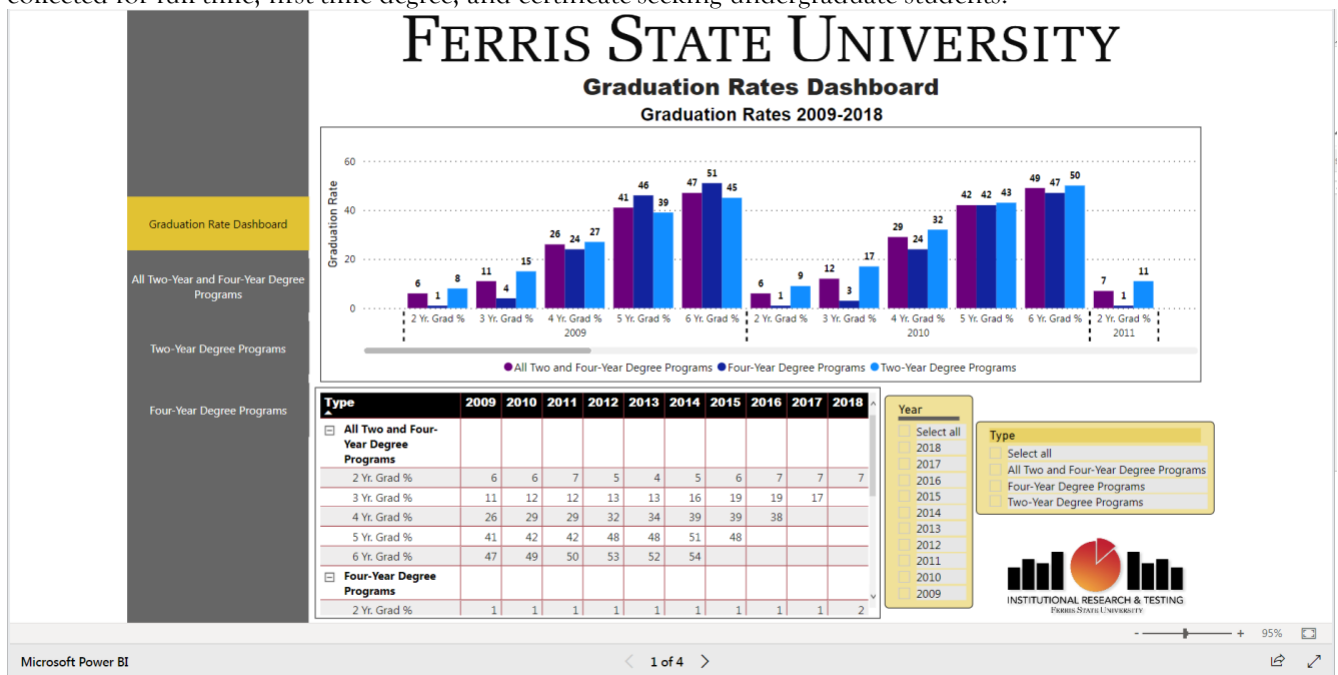
Shown here is the FTIAC Enrollment Dashboard: This dashboard is a profile for FTIAC (First Time in Any College) students.

50

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?
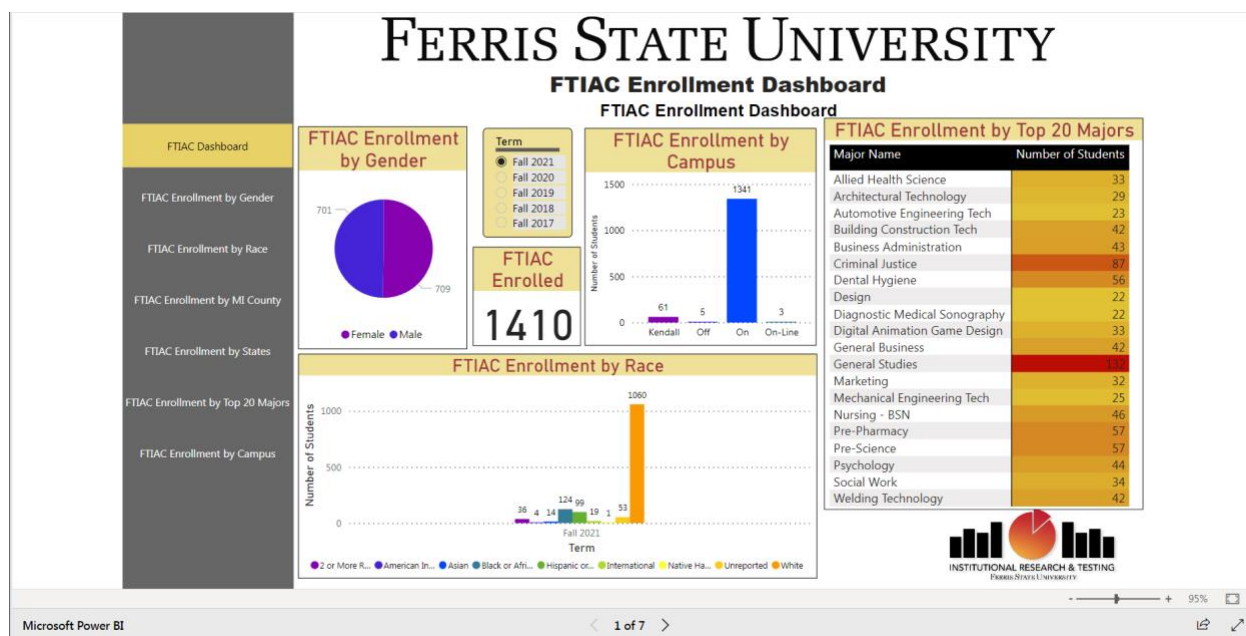
These dashboards are a means to provide reporting and metrics information important to the campus community. This is important data to track the status or various data points in regard to enrollment, applications, demographics, and an array of other items.

We will continue to seek ways to integrate more data points into future dashboards. We want to keep being able to provide and enhance both the actual numerical data that folks need with the quick simple visual summaries of that data.

Part III: Next Year (2022-2023)

What continuing or new assessment activities are you targeting next year (2022-2023)?

Next year, IR&T would like to follow-up on each of the following:

We plan to revive last year's assessment on the process of the conversion from the University's current report writing software to a new Enterprise-Wide Reporting Solution. We need to assess the differences, opportunities, challenges, and progress made with the new report writing software.

We again will be tracking the ever-changing culture as it relates to "Testing" and how that impacts the Testing Office. We will continue to monitor the possibility of a new Placement Testing Software coming on board.

We will continue to review the campus communities needs regarding the dashboard data.

LGBTQ+ Resource Center

Part I: Last Year (2020-2021)

What changes did you make as a result of last year's assessment (2020-2021)?

Last year, the LGBTQ+ Resource Center partnered closely with Housing to support LGBTQ+ Liberation House preparation in Summer and Fall 2021. This collaboration led to targeted events that promoted the inclusion of Liberation House residents. The Resource Center Coordinator also provided trainings and workshops to Housing staff, Retention and Student Success/FLITE staff, and Admissions staff at the beginning of the Fall 2021 and Spring 2022 semesters. The goal of the trainings and workshops was to provide support to the knowledge and education of the staff and faculty on campus. We expanded the LGBTQ+ Resource Center Discord server (established in March 2020) to improve accessibility to programming, support groups, and the larger community. To address the feelings of belongingness of students, the Resource Center partnered with Pride Big Rapids to create a more welcoming environment in the larger Big Rapids community. We also collaborated with the Campus Climate Team in writing a policy for All-Gender Restrooms and creating a procedure for students, faculty, staff, and community members to request additional all-gender restrooms on campus.

Part II: Current Year (2021-2022)

What are your Assessment Highlights for the current year (2021-2022)?

Assessment Area (1 of 1): LGBTQ+ Resource Center:
Questions: What are you assessing? How did you collect this data?

We were interested in assessing how the Ferris community uses the LGBTQ+ Resource Center and the resources that we provide to the students, faculty, and staff. In addition, we wanted to assess the effectiveness of the Resource Center staff and its resources to meet community needs and identify any gaps in resource provision. Finally, we were interested in evaluating the experiences of students, staff, and faculty, to determine their feelings on inclusion and exclusion around gender and sexuality diversity at Ferris State University. We used the following methods to assess these areas:

- Ongoing conversations and written comments from participants in programs and tabling events, as well as visitors to virtual LGBTQ+ RC spaces
- Quantitative and qualitative data collection via survey, collected March 2021

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

- Customer Service/Satisfaction
- Student Success and Satisfaction
- Needs Assessment

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
- 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?

Students experienced a greater sense of inclusion and belongingness after attending events that promoted the LGBTQIA+ community, such as the Drag Bingo event and the Pride Big Rapids Festival. Students who participated in the LGBTQ+ Resource Center Discord Server also demonstrated a heightened level of awareness of resources available to them.

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 plans to increase the visibility of Resource Center support and resources across campus by conducting targeted tabling in campus buildings, and collaborating with other Ferris offices, such as CREW, Accessibility and Disability Services, and the Anti Violence Alliance. The Resource Center also plans on increasing our physical presence and support on the KCAD campus and increased outreach and support for Statewide and advanced Pharmacy students. The Resource Center will plan to improve all-gender restroom access on all campuses and keep an accurate and accessible map for persons seeking them. Finally, the Resource Center plans to organize off-campus events with Big Rapids Pride throughout the year so we can create a stronger connection with the local LGBTQIA+ community and offer additional support to LGTBQ+ students at Ferris and in the Big Rapids community.

Part III: Next Year (2022-2023)

What continuing or new assessment activities are you targeting next year (2022-2023)?

Next year, the LGBTQ+ Resource Center plans to continue assessing program effectiveness, feelings of belongingness of students who use the LGBTQ+ Resource Center, and particularly the belongingness of students of color and transgender students. Because the LGBTQ+ faculty and staff are often role models for students, we plan to further assess the needs of LGBTQ+ staff and faculty. The wellbeing and retention of LGBTQ+ staff and faculty are tied closely to the wellbeing and retention for LGBTQIA+ students. We also plan to create and utilize a yearly assessment survey to compare data over multiple years and ensure regular and consistent qualitative and quantitative data collection.

Office of Multicultural Student Services (OMSS)

Part I: Last Year (2020-2021)

What changes did you make as a result of last year's assessment (2020-2021)?

Last year, the OMSS implemented a Support and Engagement Survey. The focus of the survey was to see if students gained an understanding and appreciation for diversity, inclusion, and social justice. Students in our Black Male Empowerment Network program completed the survey, which averaged 11 students per monthly session. A total of 71.4% of students strongly agreed that since visiting OMSS and attending events, they are more aware of diverse cultures. We decided to cease the TOWERS program and develop a new leadership development program for women of color, SISTAH Circle. This decision was made after focus group data revealed that female students did not feel as supported as male students by the OMSS.

Part II: Current Year (2021-2022)

What are your Assessment Highlights for the current year (2021-2022)?

Assessment Area (1 of 1): Re-engaging Students in Programming Efforts:
Questions: What are you assessing? How did you collect this data?

We were interested in learning how to re-engage students in programming post-Covid and seek which topics were of interest to our target student demographic. We also assessed how we could connect students with our alumni base for resources, support, and mentorship. Below are examples of how we assessed this area:

- OMSS virtual polls to students via survey monkey (topics of interest, post event surveys)
- OMSS engagement (focus group discussions/suggestion box in the office lobby)

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

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

- Strategic Goal Student Success Initiative 2: Champion degree completion and ensure a clear path to success. OMSS continues to foster an environment of inclusion where students feel supported and learn to both navigate the institution and self-advocate for their needs. OMSS provides culturally relevant programming and information on opportunities post-graduation; supports students' educational journeys; encourages retention, persistence, and completion; and equips them with the tools to be successful.

- Key Target 11: Actively Engage forty thousand alumni with the university. Conducting focus groups with members of FSUBAA and creating an intentional mentorship program for members of BMEN & SISTAH Circle with Black alumni, not only engages our alumni with the institution, but it provides opportunities for internships, careers after graduation, and support for African American students at Ferris.

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 enhanced academic and personal growth as a result of attending student recommended programming such as the Black entrepreneurial panel, financial wellness sessions, self-love/care workshops, etc. Members of BMEN and SISTAH Circle also increased their level of engagement with faculty/staff, peers, and alumni.

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 implement intentional cultural and educational plans for student employees (requiring they attend a cultural heritage/educational programming event that is not hosted by OMSS at least once per semester). We continue to work on the design of the Black alumni/student mentorship program in an effort to create a better structure that results in increased job placement post-graduation for our student demographic, and one that creates opportunities for interaction with alumni throughout their time at Ferris. The institution and/or division can utilize this information to gauge if a structured alumni mentorship program could benefit FSU students on a larger scale.

Part III: Next Year (2022-2023)

What continuing or new assessment activities are you targeting next year (2022-2023)?

Next year, OMSS is going to utilize the academic information made available in Navigate and cross reference it with our student engagement data to determine what impact engagement with OMSS programming, events, and physical space have on academic retention and persistence. Ultimately, we would like to use this data to improve our programming and design interventions to ensure that students continue to achieve academically while also taking part in the programming and services offered by our department.

Office of Student Conduct (OSC)

Part I: Last Year (2020-2021)

What changes did you make as a result of last year's assessment (2020-2021)?

In 2020-2021, the Office of Student Conduct was part of a work group that explored student conduct data from the past four academic years (2016-2020) to determine whether any patterns existed in the data related to race and ethnicity. It was determined that Black students were more likely to be referred to the Office of Student Conduct. Additionally Black students were referred for more serious alleged policy violations and more likely to be suspended than other students.

The greatest source of referral to the Office of Student Conduct was Housing/Residence Life; therefore, action related to this data was focused on this department, where the Housing/Residence Life staff received bias training. The staff worked with the Office of Student Conduct to begin addressing low level misconduct concerns, via intentional conversations or compliance letters rather than through student conduct conferences.

Additionally, the Office of Student Conduct received training in Restorative Justice Practices, began implementing restorative questions into our student conduct processes, and created additional conflict/concern resolution options.

Part II: Current Year (2021-2022)

What are your Assessment Highlights for the current year (2021-2022)?

Assessment Area (1 of 1): Student Conduct Data Related to Race & Ethnicity:
Questions: What are you assessing? How did you collect this data?

The Office of Student Conduct continued to assess 2021-2022 student conduct data to determine if racial disparities found in 2016-2020 data continued after housing/residence life staff received bias training and the alternative resolution processes began to be implemented.

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?

Student behavior can have a significant impact on the individual and the community. Addressing student misconduct and helping students grow and be positive members of our campus community through a fair and equitable process increases student access to education, helps develop lifelong skills, and maintains a dynamic academic community. Working to address inequities in our current process will remove barriers to education, increase a sense of belonging, and help students and community thrive. Equitable and inclusive concern/conflict resolution processes (built and assessed through program review and data) can positively influence the following targets of the strategic plan

- Institutional Effectiveness Initiative 1: Engage in a thorough review of University structures and processes and complete an organizational realignment, to be conducted in a way that provides an ownership (or shared understanding) of important University structures while also increasing trust, efficiency, and effectiveness.
- Academic Programs an Offerings Initiative 2: Honor our commitment to lifelong learning.
- Academic Programs and Offerings Initiative 3: Spur a culture of data-driven decision making across the University.
- Academic Programs and Offerings Initiative 5: Foster a rich, student-centered University educational experience.

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 2021-2022 student conduct data continues to show a greater than expected number of Black students are referred to the Office of Student Conduct. When exploring the number/percentage of students whose report of misconduct was addressed via a student conduct conference or alternative resolution process, or when exploring the percentage of students found responsible for a violation of policy via the student conduct conference. this disparity did not continue. Black students continue to be more likely documented for an incident of alleged misconduct but are not more likely to have the report addressed by a student conduct conference or found responsible for a violation of policy. Black students continue to be more likely

referred to the Office of Student Conduct for significant violations of policy that result in a change of status (probation, suspension, or dismissal).

2021-2022 Student Conduct Cases[1]

	Total OSC Referrals	Resolution Process		Conduct Conference Findings	Outcomes				
	N (%)	Alternative Resolution	Conduct Conference	Responsible	Warning	Education	Probation	Separation	% of Total FSU Students
Total	364 (100%)	113 (31.0%)	251 (69.0%)	190 (75.7%)	20 (10.6%)	136 (69.4%)	29 (14.8%)	5 (4.6%)	
Race/Ethnicity N (% of total cases) % likelihood									
American Indian/Alaskan Native	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0.5%
Asian N	5 (1.4%)	2 (1.8%) 40%	3 (1.2%) 60%	3 (1.6%) 100%	1 (5.0%) 33.3%	2 (1.4%) 67.7%	0 (0%)	0 (0%)	1.7%
Black, not of Hispanic Origin	112 (30.8%)	35 (31.0%) 31.3%	77 (30.7%) 68.8%	52 (27.4%) 67.5%	3 (15.0%) 5.8%	33 (24.3%) 63.5%	12 (41.4%) 23.1%	4 (80.0%) 7.7%	7.9%
Hispanic/Latino	24 (6.6%)	7 (6.2%) 29.2%	17 (6.8%) 70.8%	12 (6.3%) 70.6%	0 (0%)	11 (8.1%) 91.7%	1 (3.4%) 8.3%	0 (0%)	6.3%
2 or More Races	17 (4.7%)	6 (5.3%) 35.3%	11 (4.3%) 64.7%	6 (3.1%) 54.5%	1 (5.0%) 16.7%	4 (3%) 66.7%	1 (3.4%) 16.7%	0 (0%)	3.7%
White, not of Hispanic Origin	196 (53.8%)	58 (51.3%) 29.6%	138 (55.0%) 70.4%	117 (62%) 84.5%	15 (75%) 12.8%	86 (63.2%) 73.5%	15 (51.8%) 12.8%	1 (20.0%) 0.9%	74.4%
Unrecorded	10 (2.7%)	5 (4.4%) 50%	5 (2.0%) 50%	0 (0%) 0%	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4%

[1] Data is of general student conduct referrals/processes from August 17, 2021 – July 22, 2022. Data does not include processes, findings, outcomes of Sexual Misconduct Resolution Processes or the Title IX Grievance Processes.

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?

Adopting an alternative resolution process (intentional conversations or compliance letters) for low level reports allowed for corrective action outside of the student conduct process. Utilizing an alternative resolution process diverted almost one in three reports, resulting in fewer students being found responsible for a violation of university policy. Inequity in who is documented and referred to the Office of Student Conduct (for either a student conduct conference or an alternative resolution process) still exists.

In light on the continued inequity, the Office of Student Conduct, Residence Life/Housing, and the Office of Multicultural Student Services are partnering to explore solutions (including continued bias training for hall staff), increase trust/transparency with students, and improve prevention education. The Office of Student Conduct will also begin implementing a spectrum of conflict/concern resolution options (beyond intentional conversations/compliance letters and student conduct processes) to address concerns before they become policy violations and create a more inclusive campus community.

Part III: Next Year (2022-2023)

What continuing or new assessment activities are you targeting next year (2022-2023)?

As a continuation of this work, we would like to explore how implementing a spectrum of resolution options increases student satisfaction and explore if having more avenues to address concerns reduces the inequities currently present in student conduct referrals.

Title IX

Part I: Last Year (2020-2021)

What changes did you make as a result of last year's assessment (2020-2021)?

Last year we looked at data from the 2020 Campus Climate Survey in regard to what percentage of our students recalled receiving information about our sexual misconduct policies and bystander intervention efforts, and whether that information was useful. When that data was broken out by campus (Big Rapids, Statewide, KCAD, and Online), we observed that students who identified as being attached to a statewide location or online were less likely to report the information as useful than their peers in Big Rapids or KCAD. As we have reviewed our materials over the last year, we have been intentional about including statewide resources when it makes sense.

Part II: Current Year (2021-2022)

What are your Assessment Highlights for the current year (2021-2022)?

Assessment Area (1 of 1): Disclosure reported to the Title IX Coordinator:
Questions: What are you assessing? How did you collect this data?

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

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

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

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 (SS 2.5)

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 academic year, the Title IX Coordinator received 123 disclosures that did not feature an employee as the accused. This is a 39.8% increase from the previous year and of this type of reports, the largest increase was in the number of sexual harassment disclosures received.

	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Sexual Assault	48	37	53	45	35	21	28

Sexual Harassment	35	16	27	37	21	12	19
Intimate Partner Violence	45	31	35	34	22	14	7
Stalking	37	25	26	24	19	11	6
Total Alleged Policy Violations	165	109	141	140	97	58	60
Total Unique Disclosures	123	88	127	115	89	52	54

While the disclosure numbers in 2020-2021 decreased from the year before (likely due to the de-densification of the Big Rapids campus and government imposed gathering restrictions), our disclosure numbers this year have rebounded to be similar to the 2019-2020 academic year despite a decrease in enrollment.

Although our campus climate data indicates that sexual misconduct is still under reported, the increase in disclosures is an indicator that our students are seeking support at the University when they need it and that employees are fulfilling their reporting obligations, both of which support student success. The increase in disclosures does not appear to coincide with an increase in students experiencing sexual misconduct while they are at Ferris as over the course of 3 campus climate surveys, the percentage of students reporting they have experienced sexual misconduct while at Ferris has declined.

	2020	2018	2016
Reported Experiencing an Unwelcome Sexual Experience(s)	14.9% of all respondents (15.8% of women)	17% of all respondents (20.7% of women)	20.7% of all respondents (26.4% of women)
Reported Experiencing Intimate Partner Violence	19.3% of all respondents (21.8% of women)	24.2% of all respondents (26.5% of women)	20.1% of all respondents (25.6% of women)
Reported being Stalked	27.4% of all respondents (30% of women)	28.8% of all respondents (32.2% of women)	29.4% of all respondents (34.8% of women)

Of the behaviors assessed in the campus climate survey, stalking is the form of sexual misconduct that students most commonly report experiencing but is also the least reported to the Title IX Office.

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

As we review our campus climate survey instrument, we should review the question(s) that pertain to stalking to ensure the question we are asking is soliciting the information we intend it to. Additionally, we should review our reporting and prevention trainings to include more information about recognizing and reporting stalking.

Part III: Next Year (2022-2023)

What continuing or new assessment activities are you targeting next year (2022-2023)?

We anticipate conducting another campus climate survey during the 2022-2023 academic year. A small workgroup will be meeting to evaluate survey instruments, determine the timing for the survey, and develope a plan for encouraging responses. We anticipate next year's assessment report to feature data from that survey.

University Recreation (UREC)

Part I: Last Year (2020-2021)

What changes did you make as a result of last year's assessment (2020-2021)?

We continued to roll out You@Ferris across campus because we knew our students were still seeking ways/resources to improve their overall wellness. We were able to attend a few FSUS classes and introduce

the You@Ferris platform. We created a lot of social media posts and presented at Wellness Wednesday tables, basing our target areas off the resource cards most frequented by our students. We tried to promote this resource as much as possible with other departments so students knew it was available to them whenever they needed it. We ended up having over 1500 students sign up and utilize the platform within the first 12 months.

We will also continue to include all our staff in a one-day training before classes begin. Our student staff seemed to really enjoy this all-staff training. They were able to get to know each other and meet across the different areas of employment. This seemed to really help our communication throughout the year and our staff worked really well together because of this training.

Part II: Current Year (2021-2022)

What are your Assessment Highlights for the current year (2021-2022)?

Assessment Area (1 of 2): Wellness and Fitness Coaching Program:
Questions: What are you assessing? How did you collect this data?

University Recreation introduced a new wellness and fitness coaching program. We wanted to offer a program that would get students into our building who may not otherwise use our facilities. By introducing this program, we were hoping to help students build confidence in themselves and to make them feel welcome in the Student Recreation Center. We also wanted them to feel better from a wellness standpoint which hopefully leads to more success within the classroom.

We collected data through a survey tool called GetFeedBack. We had all participants take a pre and post assessment survey. We also collected data and feedback through one-on-one consultations with the students who participated. The student staff who helped with the program would also check in with the student participants weekly to see how they were doing with the programs and to answer any questions they may have.

UREC also worked with the nutritionist on campus to provide nutrition guidance for any participant wishing to take advantage of this opportunity. The nutritionist would meet with students in-person or virtually, whichever the student chose, and would work with them on a nutrition plan that was feasible for a college student.

Stakeholders in this included students, UREC staff, Dining Services, and the campus community in general.

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
  - Much like the You@Ferris platform, we believe the fitness and wellness coaching program targets the key areas of first-year retention rates and helps improve the six-year graduation

rate. It is known that more physical activity, such as working out, can help reduce stress, anxiety, and thoughts of depression. These three topics are some of the most relevant wellness situations we see amongst college students. By providing this program and helping students build confidence in themselves through a fitness program, we hope this will help with their overall health and well-being, allowing them to be more successful within their academic setting.

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 offered this program toward the end of January. With little marketing and promotion, we had 67 students sign up for the program with 59 students completing at least one 4-week program.

We offered a pre-assessment survey to all those participating in the program. A total of 41 students completed the survey prior to starting the program. Over 60% of the students who took the survey were not going to the gym at all. The biggest factors behind this were lack of confidence in themselves and their knowledge of working out. The other barriers we noticed that kept these students out of the gym were no experience using the equipment within the facility and no experience with how to create a routine to follow.

We also offered a post-assessment survey with 35 students responding to this survey. More than 60% of these respondents were in our lifting 101 program, which was our beginners' program. The overall satisfaction with this program scored a 4.71 out of 5, with 88% of participants feeling they have gained knowledge on how to use our equipment, how to perform proper techniques when lifting, and how to build a routine to get them to continue to use our facility. We asked questions that allowed for students to reflect on their mental health, and asked how they were feeling since completing the program. A total of 76% of the respondents replied with having more confidence in themselves overall, 65% said they were overall happier in life since they started working out, 53% said they had less stress and anxiety throughout the week, 94% said they see themselves utilizing the SRC more now they have gained this knowledge, and all students that replied to the post-assessment survey said they would recommend this program to a fellow student.

Explore Possible Actions Based on Assessment:

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

We plan on hiring two more fitness and wellness coaches which will bring our total to six coaches. We want to promote this program more throughout the year, hoping to reach more students who may be hesitant to use our facility. We are going to try and add group workouts or classes in the evenings a few times throughout the week. This way, if students do not want to or cannot commit to a 4-week program, they can still attend a class occasionally. We are also going to introduce a 'How To' program which will allow students to come into our facility and learn how to use the machines. Again, this will help those who cannot commit to a program.

I think this information shows that our students do care about fitness and wellness. We barely promoted this program, and we had more students sign up for this than any other wellness event we have done in the past. I think we could seriously expand this assessment if given the opportunity and funding. We could hire someone to oversee fitness and wellness at UREC and we could offer classes to students. We could expand this program and create some personal training which we could offer to both the students and the

64

community. This could potentially generate more revenue for the university. Young adults are working out at a higher rate than ever before, so I think the need and demand is there to build a fitness and wellness program, and this assessment shows that.

Assessment Area (2 of 2): You@Ferris:

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

University Recreation continued to assess the well-being of students on campus using a platform called You@Ferris. This was our first full year of using You@Ferris on campus with our students. Our main goal for this year was to get in front of as many students as we possibly could. We wanted to assess if students were going to utilize this platform. With the students using You@Ferris, we are able to gauge the overall well-being of students on campus and understand where our students were at from a wellness perspective.

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 that 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?

We had just under 1,100 students sign up and use the You@Ferris platform throughout the school year. Some of the most frequented cards by these students were as follows: "Student Perspective on Managing Time," "Mental Health is Health," "School Stressing You Out," and "Working on Campus." Within the three assessment categories: Succeed, Thrive, and Matter, we are able to see what areas that our students are doing well in. In the area of Succeed (which focuses on academic and career paths), our students seem to be scoring well with career choices, degree options, and understanding academics. In the area of Thrive, which focuses on physical and mental health, our students seem to be scoring well in alcohol and substance abuse

as well as sexual identity. In the Matter area, which focuses on relationships and getting involved, our students have scored well in personal identity, inclusion, and diversity.

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?

After one full year of utilizing You@Ferris, we need to do a better job of getting in front of students. It would be ideal if we can make the You@Ferris platform some form of assignment in the FSUS courses. We should also work with Greek Life, Club Sports, and Athletics to introduce this platform to a large number of our students on campus. I would also like to get this into Canvas but have had no luck in working with Academics to get this done.

Based on the assessment tools within this platform, we can continue to program and cater towards our students' needs and what they may be struggling with. If we can offer programs, events, classes, or activities that focus on these lower score areas, than we can meet our students where they are at and help them achieve success on campus.

Part III: Next Year (2022-2023)

What continuing or new assessment activities are you targeting next year (2022-2023)?

University Recreation will continue to assess the You@Ferris resource along with the fitness and wellness coaching program. Hopefully, we can continue to grow these two resources and meet our students where they are at.

We have been working hard over the last few years to continue to replace equipment throughout the facility and to try and introduce new areas within our facility to our students. I think it will be time to do some assessment work focusing on the facility, equipment, and what students are looking for moving forward.