

The logo graphic at the top of the page features a series of overlapping, semi-transparent yellow and orange geometric shapes that create a sense of movement and depth. A thin, light gray line curves across the page, passing behind the university name.

FERRIS STATE UNIVERSITY

FERRIS FORWARD

Division of Student Affairs

2024-2025 Assessment Highlights

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INTRODUCTION

The Division of Student Affairs' assessment efforts continue to thrive every year. The Student Affairs Division conducts a comprehensive program of ongoing assessment to enhance its services to students, faculty, staff, and others, in alignment with the division's mission statement and three primary 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 2024-2027 Ferris Forward: Relevant and Responsive Strategic Plan, the Student Affairs Division sees the importance of influencing the direction of the university's future. The Division of Student Affairs remains committed to upholding 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 four Strategic Pillars of the Ferris Forward: Relevant and Responsive Strategic Plan. The Strategic Pillars and their definitions are as follows:

- **Belonging:** Belonging is a multifaceted experience occurring when individuals are provided with a secure environment that values, respects, supports, and celebrates individual similarities and differences, allowing each person to thrive authentically.
- **Innovation:** Innovation is a creative approach to problem-solving and experimentation, leading to the implementation of new ideas that continuously improve and add value to all Ferris State University stakeholders.
- **Student Excellence:** Student Excellence is a commitment to personal and academic growth through relevant experience and a mastery of applicable knowledge. Excellent students develop the capabilities to continuously learn, adapt, serve, and perform in their careers and as active citizens.
- **Sustainability:** Sustainability is achieved through deliberate decisions serving the people, environment, and economic viability of our campus in a regenerative manner, thereby conserving and enhancing our resources to the benefit of current and future generations.

The following are highlights of the assessment initiatives from the Division of Student Affairs for the 2024-2025 academic year:

Admissions (Enrollment)

Part I: Last Year (2023-2024)

What changes did you make as a result of last year's assessment (2023-2024)?

The Parent Letter (VA guest student process) has progressed smoothly with no complaints, and the new process is running very well.

Part II: Current Year (2024-2025)

What are your Assessment Highlights for the current year (2024-2025)?

Assessment Area (1 of 1): Self-Reporting Grades:

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

This year, we assessed the ongoing process of utilizing self-reported grades for admission purposes. Our purpose for using this method was that it allowed for earlier communication with students and eased the reliance on high school manual processing of transcripts required for admission decisions. We noticed a significant increase in the number of University Cancellations due to misreported GPAs this year compared to last year; thus, compelling us to reframe our processes to accommodate improved admission decisions from the start. Three considerations are of significance to note when moving forward: 1. Admissions numbers overall will grow at a slower rate than the past two years due to the manual receipt and the processing of high school transcripts; 2. A more robust NC (incomplete applicant) communication plan regarding processing times will need to be addressed; and 3. We anticipate a complete reduction in any University Cancellations.

Assessment Category:

Question: What category does your assessment initiative fall under?

- This assessment falls under customer satisfaction for both students and families, as well as internal constituents.

Ferris Forward Strategic Plan (2024-2027):

Question: Which of the 4 Strategic Pillars (Belonging, Innovation, Student Excellence, or Sustainability) and/or the Initiatives of each Strategic Pillar does your assessment positively support, impact, or influence?

- Belonging and Student Excellence are the two pillars of this assessment. It allows for a truer understanding of the admission processes to Ferris State University, helps send the message to our students that they are true Bulldogs, and helps us support student excellence by admitting qualified students from the start.

Assessment Results:

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

For the students who misrepresented their GPA, the importance of truthful reporting and the consequences of not doing so are very clear. For Ferris, cleaner data in our new Slate system has compelled us to reflect on our best practices.

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?

First, the reduction of University Cancellations will be significant. Secondly, there is a need to fill student-worker positions with invested students to make this process run smoothly and efficiently. Finally, we can collect the data needed to support additional automation regarding manual transcript processing.

Part III: Next Year (2025-2026)

What continuing or new assessment activities are you targeting next year (2025-2026)?

We will continue to assess the impact of not using self-reported grades to provide immediate admissions decisions, from data clean-up to communication plans, and to enrollment data.

Admissions (Process)

Part I: Last Year (2023-2024)

What changes did you make as a result of last year's assessment (2023-2024)?

This is the first submission for the assessment report under the current leadership.

Part II: Current Year (2024-2025)

What are your Assessment Highlights for the current year (2024-2025)?

Assessment Area (1 of 1): Academic Referral (AR) Reporting System:

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

The 2024-2025 academic year marked a period of strategic organizational realignment within Enrollment Services, necessitating a comprehensive evaluation of existing operational frameworks. Through systematic analysis, significant inefficiencies were identified in reporting structures and parallel processes across multiple departments. This assessment revealed an urgent need for process standardization and resource optimization to enhance operational sustainability.

The Academic Referral (AR) reporting system was selected as the primary focus for this consolidation initiative due to its critical role in facilitating communication between Admissions and academic departments. Before intervention, the AR process exhibited substantial fragmentation, encompassing four distinct reporting variations, each with separate timelines, formats, and procedural documentation. This multiplicity created operational redundancies and inconsistent practices across departmental units.

Through a series of structured stakeholder meetings involving Admissions Office personnel, a systematic consolidation approach was implemented. The existing four-report framework was streamlined into a standardized two-report system, differentiated by academic level: undergraduate and graduate applications. This restructuring was accompanied by the development of unified procedural guidelines, eliminating process variability and establishing consistent operational standards.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction/Customer Service

Ferris Forward Strategic Plan (2024-2027):

Question: Which of the 4 Strategic Pillars (Belonging, Innovation, Student Excellence, or Sustainability) and/or the Initiatives of each Strategic Pillar does your assessment positively support, impact, or influence?

- Sustainability –Creating a more efficient process with the use of technology to reduce man-hours, updating a report design for long-term viability and growth opportunities, and overall maximizing operational efficiency gains.

Assessment Results:

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

While the AR reporting system operates as an internal administrative function without direct student interface, its efficiency directly correlates with admission decision timelines and institutional effectiveness. Before consolidation, the fragmented reporting structure presented significant operational risks, including potential applicant oversight and systematic errors in eligibility determinations. These process deficiencies created bottlenecks within admission decision timelines, potentially compromising institutional competitiveness.

The implementation of the standardized reporting framework yielded measurable improvements across multiple performance indicators. Primary outcomes include the elimination of process redundancies, enhanced operational efficiency through standardized daily workflows, and the establishment of consistent quality assurance protocols. These improvements translated into accelerated application processing timelines, enabling more timely admission decision communication to prospective students.

From a strategic enrollment management perspective, reduced processing times contribute to enhanced institutional positioning within the competitive higher education landscape. Expedited decision delivery may influence students' institutional preferences, particularly in scenarios where Ferris State University decisions are made before competing institutions, potentially increasing yield rates and strengthening enrollment outcomes.

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 work provides a foundation for developing best practices documentation that could be shared across similar institutional contexts, contributing to broader higher education administrative knowledge while establishing Ferris State University as a leader in enrollment management innovation. This initiative demonstrates the practical application and emphasizes the strategic value of process optimization and cross-departmental collaboration in achieving operational excellence while supporting broader institutional enrollment objectives.

Part III: Next Year (2025-2026)

What continuing or new assessment activities are you targeting next year (2025-2026)?

With the consolidation success, during the 2025-2026 academic year, we will continue to develop a systematic approach to identifying, evaluating, and consolidating redundant processes.

Admissions (Recruitment)

Part I: Last Year (2023-2024)

What changes did you make as a result of last year's assessment (2023-2024)?

Due to changes and shifts within Enrollment Services and a lack of registration within the local school districts, we decided not to move forward with the Bridge to Success program. Instead, we worked closely with the counseling offices at the school districts to continue to help students navigate the process without the mentorship component.

Part II: Current Year (2024-2025)

What are your Assessment Highlights for the current year (2024-2025)?

Assessment Area (1 of 1): Charter Schools:

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

This year, we assessed our charter school enrollment and the impact of the Charter School Day event, as well as other initiatives presented in collaboration with the Charter School Office. This data will be collected by reviewing participation in the Charter School Day event and by monitoring enrollment reports, comparing Fall 2024 enrollment with Fall 2025 enrollment from our authorized charter schools, to review any changes.

Assessment Category:

Question: What category does your assessment initiative fall under?

This assessment would fall under participation and other. The volume from each school that attended the Charter School Day event will be assessed, and the enrollment from our authorized charter schools.

Ferris Forward Strategic Plan (2024-2027):

Question: Which of the 4 Strategic Pillars (Belonging, Innovation, Student Excellence, or Sustainability) and/or the Initiatives of each Strategic Pillar does your assessment positively support, impact, or influence?

Belonging: The idea behind the Charter School Day event was to demonstrate to our charter school students that they are already a part of the Ferris community. The Charter School Office paid for all the expenses to ensure that the schools did not experience any barriers to arriving on campus for the day. Once the students arrived, they were greeted by current Ferris students, including some of the alumni from the charter schools who are currently enrolled at Ferris. They were then able to explore all the support services we have available, hear from representatives from each academic department, and receive a short tour before heading to a Ferris football game. This was all to ensure that students felt a sense of belonging to the institution, while also highlighting the many benefits of joining the Ferris community.

Assessment Results:

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

In collaboration with the Charter School Office, we hosted our first Charter School Day on Saturday, October 19th. We had 131 students in attendance which included 54 seniors, 45 juniors, 30 sophomores, and 2 freshmen. The schools represented were Clara B. Ford, Voyageur Academy, Creative Technologies, Hope of West Michigan, Hope of Detroit, Marshall Academy, and Michigan Collegiate. During their visit, we highlighted the benefits of continuing their education at Ferris State University and outlined the Momentum Scholarship, which is a \$3500 per year scholarship that is awarded to students who attend Ferris from one of our authorized charter schools.

Looking at the enrollment data for Fall 2025, we had the following results:

Fall 2025:

FTIAC

Count

High School

6	Voyageur Academy
5	Creative Technologies Academy
4	Michigan Collegiate High Schl
1	Lighthouse Academy North
1	Michigan Connections Academy

Fall 2024:

FTIAC

Count

High School

7	Voyageur Academy
3	Creative Technologies Academy
2	Michigan Collegiate High Schl
1	Lighthouse Academy
1	Blended Learning Academies
1	Creative Technologies Academy
1	Michigan Connections Academy

Looking at the data, overall enrollment from an authorized charter school increased by one student in Fall 2025. We saw an increase in the number of students enrolling from Michigan Collegiate and Creative Technologies, both schools that participated in Charter School Day this last year.

Explore Possible Actions Based on Assessment:

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

It's exciting to see that there was an increase in enrollment. Although it is small, the increases correlate with the schools that attended the Charter School Day. As a result of the program's success, planning is already underway for another Charter School Day. We hope that by continuing this effort, it will continue to assist with the growth in enrollment from our authorized charter schools. Creating a sense of belonging and a fun atmosphere ensures that students can feel connected to Ferris. Most importantly, however, is that this sort of event provides access to our university. Many of these students, if not for the bus trip, may not have had the opportunity to explore Ferris and see what we have to offer. Including underclassmen, as we had with the initial event, will continue to build a pipeline where students can share their experiences and reflect on them when they are making their decisions for their future.

Part III: Next Year (2025-2026)

What continuing or new assessment activities are you targeting next year (2025-2026)?

For 2025-2026, we plan to continue to focus on our charter schools to assess how we can continue to grow enrollment. With the momentum scholarship, Charter School Day, our direct recruitment efforts, and the collaboration with the Charter School Office, we are hoping to continue to see an increase in enrollment from these schools.

Admissions (Orientation & Student Events)

Part I: Last Year (2023-2024)

What changes did you make as a result of last year's assessment (2023-2024)?

Changes made as a result of last year's assessment included emailing each student individually after they completed online orientation to encourage them to sign up for in-person orientation, and to increase our in-person orientation registrants and attendees. Each of these emails was logged into Slate to be tracked. We continued to provide Accuplacer testing at orientation and also increased our calls addressing missing test scores as a result of last year's assessment. Last year, we began implementing a parent checklist, and because of the positive response, we fully implemented the check sheet for parents this year. The orientation office provided Q&A sessions during all of the advising weeks through the summer, which were run by Orientation Team Leaders and were offered to any student who had an advising appointment. This year, the Orientation office utilized a Ferris360 page for new students to increase incoming students' preparedness and knowledge about orientation programming. Two posts were made every week starting in February for incoming students.

Part II: Current Year (2024-2025)

What are your Assessment Highlights for the current year (2024-2025)?

Assessment Area (1 of 3): Online Orientation:

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

Online orientation continues to be a required component of the orientation process for students enrolling in Fall 2024 and Spring 2025. Advising was offered both in a one-on-one and group advising format for incoming students, based on the students' needs. In this area, we are assessing the efficacy, satisfaction of students, and outreach associated with the online orientation process.

The following data is compiled from Advantage Design Group Analytics in our online orientation system, from Slate queries, and using 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 (2024-2027):

Question: Which of the 4 Strategic Pillars (Belonging, Innovation, Student Excellence, or Sustainability) and/or the Initiatives of each Strategic Pillar does your assessment positively support, impact, or influence?

- Strategic Area: Academic Programs and Offerings
 - Key Targets: Foster holistic student development to address student success barriers

Assessment Results:

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

The following data is compiled from Advantage Design Group 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.

1. Participation: As of August 1, 2025, there are 2,191 (active) FITIAC and transfer students who have completed online orientation for the Fall 2025 semester. These numbers will continue to develop through the 4th day count (August 28, 2025). Of the 2,191 (active), 1,722 students are FITACS, and 469 are transfer students.
2. Customer Satisfaction: All students going through online orientation were asked to complete a survey at the end of the last module. Of the 2,155 students who completed online orientation since January 1, 2025, 334 (13.25%; this data is slightly skewed because we changed survey services in March) completed the survey. Of those that completed the survey, 258 (77%) were freshmen, 64 (19%) were transfer students, and 8 (2.4%) were dual-enrolled students.

Below is the customer satisfaction data we obtained from the surveys, with a comparison to last year's responses.

- **Satisfied with the online orientation experience:** 4.42 out of 5
 - Decrease from 4.45 in 2024
- **Feel prepared to be a student at Ferris:** 4.15 out of 5
 - Neutral from 4.15 in 2024
- **Online orientation portal is user-friendly and easy to navigate:** 4.51 out of 5
 - Decrease from 4.6 in 2024
- **My needs/concerns were addressed:** 4.35 out of 5
 - Increased from 4.27 in 2024
- **Net promoter score (scale of 0-10):** 47% promoters (9-10), 40% passives (7-8), 13% detractors (0-6, with most being 5-6)
 - 2024 Scores: 54% promoters (9-10), 34% passives (7-8), 12% detractors (0-6, with most being 5-6)
 - There was a decrease in promoters, an increase in passives, and a slight increase in detractors.
- **Qualitative Comments:** Comments are primarily positive and include the following:
 - "Honestly, this was the perfect orientation and has guided me well through working with Ferris!"
 - "The format was great and allowed me to take breaks as needed."
 - "Everything was answered, I feel confident and ready to schedule my orientation."
 - "It was amazing and very understanding."
 - "Very helpful, I did have a lot of questions about things I needed to know as entering college, and orientation answered all the questions I was thinking."

- “It was overall a pleasant and informative orientation. I enjoyed it; it answered all of my questions.”
- “Easy to understand and user-friendly.”
- **Comments that reflect room for improvement:**
 - “A little long for my taste.”
 - “It was very helpful, but could be a little more insightful and give more reasoning on why you guys are ranked one of the top schools.”
 - “Having the videos repeat what is already displayed on the screen is a little redundant, but there might be some people who need it. Maybe include a part in the end with all the Ferris’ contact information, and to know who to contact depending on the situation.”

3. Outreach: Below is the data we obtained from different outreach attempts:

- Texting Campaigns:
 - Total individual Online Orientation related texts sent: 27,390
 - Total number of texts clicked: 889
- Email:
 - Total number of online orientation emails sent: 19 total emails
 - Dates Online Orientation emails went out:
 1. September 10, 2024
 2. September 24, 2024
 3. October 8, 2024
 4. October 22, 2024
 5. November 5, 2024
 6. November 19, 2024
 7. December 17, 2024
 8. January 6, 2025
 9. January 14, 2025
 10. January 21, 2025
 11. January 28, 2025
 12. February 12, 2025
 13. February 25, 2025
 14. March 4, 2025
 15. March 18, 2025
 16. April 1, 2025
 17. April 15, 2025
 18. April 29, 2025
 19. May 13, 2025
- Calling Campaigns:
 - Incomplete Online Orientation Calls:
 1. Total Incomplete Online Orientation Calls: 248
 2. Total Incomplete Online Orientation Answered Calls: 65
 3. Total Incomplete Online Orientation Unanswered Calls: 183
 - Fall 2025 Admit Calls:
 1. Total Fall 2025 Admit Calls: 9,231
 2. Total Fall 2025 Answered Calls: 1,997
 3. Total Fall 2025 Unanswered Calls: 7,234
 - Spring 2025 Applicant Calls:

1. Total Spring 2025 Applicant Calls: 215
2. Total Spring 2025 Applicant Answered Calls: 47
3. Total Spring 2025 Applicant Unanswered Calls: 168
- Spring 2025 Admitted Student Calls:
 1. Total Spring 2025 Admitted Student Calls: 449
 2. Total Spring 2025 Admitted Student Answered Calls: 107
 3. Total Spring 2025 Admitted Student Unanswered Calls: 342

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?

Online orientation appears to benefit all incoming students. The online orientation piece allows students to not only learn about topics in-depth that are important to understand before they come on campus, but it also offers them a way to review the information at any time. Online orientation continues to be an integral component of the orientation process for incoming students.

The primary changes to explore this coming year include creating an online orientation for Kendall and creating an online orientation for graduate students. Creating online orientation platforms for these student populations will better prepare them for attending Ferris State. The orientation office will also continue to work on a small committee, reviewing the efficacy of each featured department's slide and deciding on ones that could be improved by including videos.

Assessment Area (2 of 3): In-Person Orientation:

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

The orientation process for students enrolling in Fall 2025 included not only the online orientation component but also the face-to-face orientation component, thus continuing the Hybrid Orientation model introduced in 2022. In-person Orientation is the final touchpoint of the orientation process before students visit campus in August. During orientation, we continued to utilize closed captioning for the presentations and offered calm rooms. The small group sessions, which take place at the end of the day, were improved by creating questions (that students randomly choose from a bucket) relating to services and/or questions they may encounter during their time at Ferris State. Having students draw their own questions helped them experience meaningful interactions and conversations. We continued to offer multiple touchpoints this year, starting with the Hybrid orientation process of Online Orientation; followed by Admitted Student Open Houses; then, one-on-one advising appointments, with some group advising; and finishing with In-person Orientation. The advising team had a slightly modified approach this year, extending the advising period for weeks. During this time, Orientation Team Leaders were available via Zoom for Q&A sessions from 8:00 a.m. to 5:00 p.m. This allowed incoming students to ask questions after completing their advising appointment. During the last week of July, we also offered a combined advising and orientation week, where students could attend orientation and complete advising on the same day.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Customer Satisfaction
- Outreach

Ferris Forward Strategic Plan (2024-2027):

Question: Which of the 4 Strategic Pillars (Belonging, Innovation, Student Excellence, or Sustainability) and/or the Initiatives of each Strategic Pillar does your assessment positively support, impact, or influence?

- Strategic Area: Academic Programs and Offerings
 - Key Targets: Foster holistic student development to address student success barriers

Assessment Results:

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

The following data is compiled from ADG analytics in our online orientation system, from Slate queries, and from survey results that students completed after concluding in-person orientation.

1. Participation: As of August 1, 2025, 1,704 students registered for in-person orientation, with 1,459 total incoming students attending in-person orientation for the Fall 2025 semester. These numbers will continue to develop through late orientation (August 21, 2025). Of the 1,459 students who attended, 1,310 of them were FTIACs and 149 were transfer students.
 - a. This is a decrease of 155 attendees from 2024 to 2025. In 2024, the number of attendees was 1,614.
2. Customer Satisfaction: All students who attended in-person orientation were sent a survey via email. Students and parents were also provided with a QR code to scan to fill out the survey at the end of the orientation day. Of the 1,459 students who were sent the survey (22 emails did not go through), 741 people opened the survey, 225 started the survey, and 183 completed the survey; 89 of the respondents were students, and 135 were parents, family, or friends.

Below is participation and customer service satisfaction data:

- There was an increase in parent respondents from 115 in 2024 to 135 in 2025.
- **Student Breakout Session:**
 - I enjoyed the student breakout session: 4.33 out of 5
 - I had fun participating in the activities: 4.33 out of 5
 - I look forward to seeing other students I met when returning to campus: 4.54 out of 5
- **The information in the parents, family, and friends' sessions was beneficial:** 4.60 out of 5
- **I enjoyed my lunch on campus:** 4.70 out of 5
- **What College meeting did you attend:**
 - College of Arts, Sciences, and Education: 25%
 - College of Business: 27.5%
 - College of Engineering Technology: 19.5%
 - College of Health Professions: 24.5%
 - General Studies: 3.5%

- **How would you rate your experience in your small groups:** 4.60 out of 5
- **How would you rate your experience during your Class Schedule Tour:** 4.57 out of 5
- **Please rate your experience with the one-on-one virtual class registration appointments:** 4.52 out of 5
- **How likely are you to attend Ferris:** 4.82 out of 5
- **Net promoter score (scale of 0-10):** 72% promoters (9-10), 28% passives (7-8), 0.58% detractors (0-6, with the majority being 6).
- **Qualitative Comments:** Comments were primarily positive and included the following:
 - “Leaders were great, fun, engaging, and entertaining.”
 - “The day was well run and informational! Very efficient and the leaders were friendly and enthusiastic. Overall, a great day!
 - “Lexi was a great accommodation driver for me and my family. She drove us around my class schedule and showed us a lot of important buildings. She was very enthusiastic and was happy to help us and explain things.”
 - “Ivan made it great! Luke was also very helpful.”
 - “As alumni, many good improvements have been made.”
 - “It was a good time, and I enjoy the campus a lot, excited for the Fall.”
 - “The instructors/leaders were great!”
 - “Our visit was very informative.”
- **Comments that reflect room for improvement:**
 - “Overall, it was a good experience. The guides/orientation leaders' energy was great, and some were incredibly helpful, but at times, it felt like when they were all together, we had no assistance and walked around for a while, confused. Also, some things in the welcome meeting were very hard to understand, but the energy was great!”
 - “Accuplacer test took longer than I anticipated. The student missed most of the tables, and mom wasn't sure what was taking so long, as she finished after the lecture began. Only request, a little more communication...but it all worked out.”
 - “Would be great to have coffee or pop available. Slideshows got to be a bit boring when they were longer than 30 minutes.”

Below is the data we obtained from different outreach attempts:

3. Outreach

- Texting campaigns:
 - Total individual In-person Orientation-related texts sent: 3,405
 - Total number of links clicked: 514
 - Total individual sent Admitted Student Open House texts: 14,324
 - Total number of links clicked: 786
- Emails:
 - Total number of In-Person orientation emails sent: 8 total emails
 - Dates In-person Orientation emails were sent out:
 1. February 18, 2025
 2. March 18, 2025
 3. April 8, 2025
 4. April 22, 2025
 5. May 6, 2025
 6. May 13, 2025
 7. June 3, 2025

8. June 11, 2025
 9. June 24, 2025
 10. July 8, 2025
 11. July 15, 2025
- Total number of Admitted Student Open House (ASOH) emails sent: 9 total emails
 - Dates ASOH emails were sent out:
 1. January 13, 2025
 2. January 20, 2025
 3. January 27, 2025
 4. February 3, 2025
 5. February 10, 2025
 6. February 17, 2025
 7. February 24, 2025
 8. March 3, 2025
 9. March 10, 2025
 10. March 17, 2025
 - Calling Campaigns:
 - Admitted Student Open House Promotion Calls:
 1. Total ASOH Promotion Calls: 2115
 2. Total ASOH Promotion Answered Calls: 243
 3. Total ASOH Promotion Unanswered Calls: 1872
 - Admitted Student Open House Confirmation Calls:
 1. Total ASOH Confirmation Calls: 520
 2. Total ASOH Confirmation Answered Calls: 120
 3. Total ASOH Confirmation Unanswered Calls: 400
 - Admitted Student Open House Follow-Up Calls:
 4. Total ASOH Follow-Up Calls: 376
 5. Total ASOH Follow-Up Answered Calls: 80
 6. Total ASOH Follow-Up Unanswered Calls: 296
 - In-Person Orientation Sign-Up Calls:
 - Total Sign-Up Calls: 1,328
 - Total Sign-Up Answered Calls: 943
 - Total Sign-Up Unanswered Calls: 1,015
 - In-Person Orientation Confirmation Calls:
 - Total Confirm Calls: 1424
 - Total Confirm Answered Calls: 368
 - Total Confirm Unanswered Calls: 1056
 - In-Person Orientation Thank You Calls:
 - Total Thank You Calls: 768
 - Total Thank You Answered Calls: 188
 - Total Thank You Unanswered Calls: 580
 - No Show In-Person Orientation Calls:
 - Total No Show Orientation Calls: 132
 - Total No Show Orientation Answered Calls: 24
 - Total No Show Orientation Unanswered Calls: 108
 - Accuplacer Promotion Calls:
 - Total Accuplacer Promotion Calls: 1,012
 - Total Accuplacer Promotion Answered Calls: 233

- Total Accuplacer Promotion Unanswered Calls: 779

Explore Possible Actions Based on Assessment:

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

In-person Orientation appears to benefit all incoming students. In-person orientation gives students the opportunity to become acclimated to Ferris' Campus and the community. It also gives students the chance to finalize financial aid and housing, as well as ask any questions they may have about their class schedule during their college meeting. For this year, In-person Orientation and the Admitted Student Open Houses provided another opportunity to complete missing admission requirements, such as providing transcripts. We also continued to offer Accuplacer testing at In-person Orientation. Essentially, In-person Orientation helps students meet other incoming students and make their first friends at Ferris State, which contributes to belonging, thus assisting in student retention.

A few changes that will be made include expanding our accessibility efforts by creating a paper accessibility guide to help add awareness to our quiet/sensory-friendly room that was introduced this year (this was a goal for last year that we have not yet been able to complete, and we would like to pursue completing it again this year). A second adjustment that the orientation team would like to pursue for next year is having orientation students complete the survey at the end of the day, in addition to emailing the survey to them. This is to help combat lower survey responses. Finally, the orientation team will pursue changing some of the larger group games to promote more intimate connections between students.

Assessment Area (3 of 3): Prospective Student Programs & Events:

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

There are three primary student programs and events for high school prospective students. The Crimson & Gold Program is operated by Emily Hicks and Arielle Miller. This program offers prospective accepted students the chance to shadow a current student for a day. The prospective student events that are offered are Daily and Midafternoon Visits and Dawg Days. Midafternoon and Daily Visits include a tour of campus and a free lunch at one of our eateries. Dawg Days include a free lunch at one of our eateries on campus, a tour of campus, and a resource fair where students can meet with their academic college of interest. All of these efforts are intended to expose prospective students to Ferris State and ultimately help them choose if Ferris State is the right fit for them.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Customer Satisfaction
- Outreach

Ferris Forward Strategic Plan (2024-2027):

Question: Which of the 4 Strategic Pillars (Belonging, Innovation, Student Excellence, or Sustainability) and/or the Initiatives of each Strategic Pillar does your assessment positively support, impact, or influence?

- Strategic Area: Academic Programs and Offerings
 - Key Targets: Foster holistic student development to address student success barriers

Assessment Results:

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

1. Participation:
 - Daily and Midafternoon Total Visit Attendance: 1,069
 - Dawg Day Total Visit Attendance: 540
 - Crimson & Gold Total Visit Attendance: 34
2. Customer Satisfaction:
 - Daily and Midafternoon Visits:
 - Total Responses: 128
 - Total student respondents: 88
 - Total other guest respondents: 40
 - Dawg Day Visits:
 - Total Responses: 58
 - Crimson & Gold Visits:
 - Total Responses: 33
 - Feedback and Information from the Daily/Midafternoon Visit Survey:
 - **I enjoyed the admissions presentation:** 4.40 out of 5
 - **I enjoyed the campus tour:** 4.40 out of 5
 - **Net Promoter Score (0-10):** 54% promoters (9-10), 34% passives (7-8), 12% detractors (0-6)
 - Feedback and Information from the Dawg Day Visits Survey:
 - **My experience during check-in was positive:** 4.65 out of 5
 - **I enjoyed speaking with colleges and departments:** 4.63 out of 5
 - **The financial aid and admissions information given was beneficial:** 4.69 out of 5
 - **I enjoyed touring the campus:** 4.21 out of 5
 - **Have you applied to Ferris State University:** Yes: 55% No: 44%
 - **How likely are you to apply to Ferris after this event:** 4.13 out of 5
 - **How likely are you to attend Ferris after this event:** 4.33 out of 5
 - Feedback and Information from the Crimson & Gold Visits Survey:
 - **I was able to easily find the Crimson and Gold registration form on the website:** 4.58 out of 5
 - **I was able to choose my visit date easily through the link I was sent:** 4.63 out of 5
 - **I received sufficient information prior to my visit:** 4.69 out of 5
 - **I enjoyed the classes that I was able to attend during my visit:** 4.62 out of 5
 - **I am planning on attending Ferris State University:** 4.80 out of 5
 - **I enjoyed my experience with my Crimson and Gold Host:** 4.80 out of 5

Below is the data we obtained from different outreach attempts:

3. Outreach
 - Texting Campaigns:
 - Total individual Dawg Day-related texts sent: 31,104
 - Total number of Dawg Day links clicked: 374

- Total individual Crimson & Gold related texts sent: 3,523
- Total number of Crimson & Gold links clicked: 4
- Emails:
 - Total number of Dawg Day emails sent: 15
 - Dates Dawg Day emails were sent out on:
 1. September 9, 2024
 2. September 16, 2024
 3. September 23, 2024
 4. September 30, 2024
 5. October 7, 2024
 6. October 14, 2024
 7. October 21, 2024
 8. October 28, 2024
 9. March 24, 2025
 10. March 31, 2025
 11. April 7, 2025
 12. April 14, 2025
 13. April 21, 2025
 14. July 22, 2025
 15. July 29, 2025
 - Total number of Crimson and Gold emails sent: 9
 - Dates C&G emails were sent out:
 1. January 7, 2025
 2. January 14, 2025
 3. January 21, 2025
 4. January 28, 2025
 5. February 4, 2025
 6. February 11, 2025
 7. February 18, 2025
 8. March 11, 2025
 9. March 25, 2025
- Calling Campaigns:
 - Dawg Day Visits
 1. Total Dawg Day Calls: 2334
 2. Total Dawg Day Answered Calls: 378
 3. Total Dawg Day Unanswered Calls: 1956

Explore Possible Actions Based on Assessment:

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

Our various forms of prospective student events and programs appear to benefit students and make an impact on their consideration of attending Ferris State University. All of these options offer prospective students a way to get to know Ferris State and all that we have to offer.

A couple of changes to explore for this upcoming year include implementing an increase to the Crimson and Gold texts and the sign-ups to Dawg Days and the Admitted Student Open Houses to increase visibility of the programs. After reviewing the survey results, it is clear that students who attend Crimson and Gold visits have positive perspectives about attending Ferris State and plan to pursue attending. With that in mind, we would like to increase the total number of students who benefit from that visit. We will also be implementing more application calls to prospective students this year.

Part III: Next Year (2025-2026)

What continuing or new assessment activities are you targeting next year (2025-2026)?

The continuing assessment activities that the Orientation Office will pursue 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, emailing, and posting on social media outlets. We will also try new elements, like revamping one-on-one question sessions with Orientation Team Leaders and continuing Ferris360 posts for incoming admitted students.

Anti-Violence Alliance (AVA)

Part I: Last Year (2023-2024)

What changes did you make as a result of last year's assessment (2023-2024)?

We have reduced our passive programming to once a month, which allows us to dedicate more time to promoting our active programs. At the end of each educational session, we provide a brief 1-2-minute survey to gauge participant engagement and measure the effectiveness of the session. In addition, we have developed a comprehensive bystander intervention program and an e-learning course for our virtual learners. While we have scaled back our passive educational programs, we have increased our community-building (greening) events and other engaging educational activities aimed at raising awareness of interpersonal violence. To enhance our outreach, we have shared images of our campus initiatives and have collaborated more extensively with other departments and student organizations.

Part II: Current Year (2024-2025)

What are your Assessment Highlights for the current year (2024-2025)?

Assessment Area (1 of 1): Student Engagement:

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

The Anti-Violence Alliance aimed to evaluate student participation in our prevention education programs and workshops. Our peer educators dedicated numerous hours to researching, creating, and practicing content for the workshops and events we host once to three times a month. These presentations are scheduled in collaboration with registered student organizations, other departments at Ferris, and in classroom settings.

We promote joint programs through various platforms, including social media, University-Wide Notices, digital and physical posters, our Ferris 360 page, the campus calendar, our monthly newsletter, and during our informational tabling sessions. We invest a significant amount of time in organizing these programs to ensure we meet the needs of the groups we work with and effectively reach students. This year, we simply counted the number of attendees to gather attendance data.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation/Capacity Management (Number of participants)

Ferris Forward Strategic Plan (2024-2027):

Question: Which of the 4 Strategic Pillars (Belonging, Innovation, Student Excellence, or Sustainability) and/or the Initiatives of each Strategic Pillar does your assessment positively support, impact, or influence?

- Belonging – Initiative 2: 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, whether that be romantic, platonic, professional, or familial.

Assessment Results:

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

During the Fall 2024 and Spring 2025 semesters, the Anti-Violence Alliance hosted or co-hosted 53 events and held 36 informational table sessions, attracting approximately 2,550 attendees. While much of our success came from opportunities to speak directly to students in classroom settings, we also found success with more interactive events. Highlights included our "Is It Consent?" BINGO, the "Healing Isn't Linear: Survivors' Art Exhibit," and our collaboration with Sigma Lambda Beta for the "Dismantling Toxic Masculinity" panel. Our most popular table event was the "Red and Green Flags: Valentine's Table," which drew 51 visitors.

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?

While many of our solo educational programs and co-hosted events with other Ferris departments had lower attendance, we found that programs co-hosted by Registered Student Organizations (RSOs) were significantly more successful in participation and engagement. Additionally, we have discovered that when a social event combines educational elements with physical prizes for participants, we can effectively educate students on topics related to interpersonal violence while increasing attendance. For example, during our rock painting event, we provided printed resources at the painting stations that explained greening initiatives and how building community reduces interpersonal violence. With this in mind, we plan to increase outreach and collaboration with RSOs, potentially replacing solo passive educational programming with more collaborative efforts involving students to boost attendance and awareness. We will continue to collaborate with Ferris organizations, but will focus heavily on marketing with RSOs to expand our reach across campus.

Part III: Next Year (2025-2026)

What continuing or new assessment activities are you targeting next year (2025-2026)?

The Anti-Violence Alliance will continue to offer our facilitation on topics related to interpersonal violence in the classroom setting. While we will continue to present our educational material as a passive program, we will only do so if partnered with a Registered Student Organization to ensure participation. Additionally, we plan to increase our more engaging programming that provides an incentive to students as a way to expand our reach and educate more of our student population on these important topics. To boost our digital outreach, we will continue our usual marketing strategies and also reach out to individual RSOs online to help promote the upcoming event. Furthermore, we aim to enlarge our audience by offering more

e-learning programs to our virtual students, along with providing pre- and post-surveys to assess their effectiveness.

Birkam Health Center (BHC)

Part I: Last Year (2023-2024)

What changes did you make as a result of last year's assessment (2023-2024)?

Birkam Health Center made changes in operations by adding psychiatry services through a contracted provider. We based this change on the services of provider-recognized patient needs versus survey-based. We had intended to survey patients on the additional services they felt would be good to offer at a campus health center, but instead implemented a new service that was not surveyed with patients. These psychiatry services are needed, and we found them to be decently utilized based on a first-year review. How we continue to offer the service is something we need to continue to evaluate.

Part II: Current Year (2024-2025)

What are your Assessment Highlights for the current year (2024-2025)?

Assessment Area (1 of 1): Patient Health Questionnaire (PHQ):

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

This year, BHC is assessing patient scores on Patient Health Questionnaire (PHQ) assessments, whether clinical providers address high scores, and learn what outcome scores are post-treatment (counseling or medication). The PHQ-9, or Patient Health Questionnaire-Nine, is a self-reported depression scale that is used to screen patients for major depressive disorders. The test is made up of nine questions that ask about the frequency of symptoms over the past two weeks. Each question is rated on a scale from 0 to 27. BHC administers this test each time a patient is seen in the clinic for services, regardless of whether the appointment is for mental health concerns.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation/Capacity Management

Ferris Forward Strategic Plan (2024-2027):

Question: Which of the 4 Strategic Pillars (Belonging, Innovation, Student Excellence, or Sustainability) and/or the Initiatives of each Strategic Pillar does your assessment positively support, impact, or influence?

- Belonging: Belonging is a multi-faceted experience occurring when individuals are provided with a secure environment that values, respects, supports, and celebrates individual similarities and differences, allowing each person to thrive authentically.

Assessment Results:

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

Screening a student's subjective mental health before the initiation of treatment, during treatment, and post-treatment allows the clinician to assess the severity, the success of treatment, and guide treatment options. This also allows us to put into perspective whether a higher level of care is necessary for a patient who may not be responding to treatment or initially screens very high, and other treatment options are not an option. Out of 1597 PHQ assessments that were subjectively filled out by patients, 345 found positive results, needing referral to higher care, and 25 of these were found to need care beyond the scope of Birkam clinicians (psychiatry/community mental health). Of the 345 who screened positive and/or at risk of major depression, 278 patients had addressed the positive screening in their charts.

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?

With this data, we can conclude that roughly 20% of patients who screened positive did not have the clinical provider discuss their positive screening results. This could be due to many reasons: 1) It was discussed with the patient, but not documented. 2) It was not the reason for the visit, and the provider forgot to check the scores of the screening. 3) undone

It should also be noted that patients do not always fill out screenings correctly and forget to read directions carefully. The PHQ is meant to screen patients in regard to their mood/feelings in the past two weeks.

This information proves that there are many patients/students within our campus community who are struggling with their mental health and well-being. It is also suggestive that some form of psychiatric support is necessary to offer on campus.

As providers at BHC, we need to see an increase in utilization of PHQ scores, leading to open discussions with patients who have positive screenings.

Part III: Next Year (2025-2026)

What continuing or new assessment activities are you targeting next year (2025-2026)?

Next year, Birkam Health Center intends to assess the following:

- Student wellness at the forefront
- Dimensions of wellness
- Wellness promotion and self-care, and the student who is aware of these dimensions versus the student who is not

Career and Professional Success (CAPS)

Part I: Last Year (2023-2024)

What changes did you make as a result of last year's assessment (2023-2024)?

Last year, we completed an assessment of each Career & Internship Fair to identify pain points, perceptions, and the relevance of this event to achieve university, student, and employer objectives. Combined with information from the previous year's assessment and the current year's feedback, we were motivated to re-envision and re-invigorate this event.

- We began to shift the focus from a mass employer tabling toward a university-wide career development and employment expo.
- We added a "connection zone" which displayed professional student RSOs, numerous campus partners who also provide career conversations, identity resources centers, and career technology vendors. This area was well received by all as it encouraged employers to also move about and approach students, creating more engaging career conversations between participants. Students left the event with resources and new professional connections. This shift in event focus also served as a launch pad to introduce career development accomplished through a collaborative ecosystem.
- We provided students and employers with headshot photo opportunities.
- University faculty and staff volunteered in the Student Prep Zone to ensure students felt welcomed and prepared.
- We changed the Career Fair time from four hours to three hours.
- We created a new table layout that increased space and visibility.

Part II: Current Year (2024-2025)

What are your Assessment Highlights for the current year (2024-2025)?

Assessment Area (1 of 2): Career and Internship Fairs:

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

We gathered information and assessed student and employer perspectives, employment trends, and recruitment events at comparable universities to identify perceptions and trends with traditional recruitment tabling events, with the following objectives in mind:

Objective 1: Is the event still relevant to current student needs and university priorities?

Objective 2: To seek innovative ideas or a new concept to become more relevant and better attended.

Student feedback groups:

- First-year peer engagement program coaches
- Connection Zone - Professional RSOs
- Career fair volunteers
- Student Staff Career & Professional Success

Faculty/staff listening sessions:

- College of Business, College of Engineering Technology, College of Health Professions, College of Pharmacy, Academic Advising, Retention and Student Services, University College, External Operations – Flint and Grand Rapids/ KCAD

Employment trends:

- **National Association of Colleges and Employers: Job Outlook 2025 Spring Update. 2024-2025 New College Graduates Level Off.** After an originally projected increase in new college graduate hiring of 7.3% in the fall, employers are now planning to hire less than 1% more new college graduates from the Class of 2025 than they did from the Class of 2024.
- **University of Michigan: The Michigan Economic Outlook for 2025–2026: Executive Summary -** Job growth in Michigan downshifted substantially last year, slowing from 80,600 jobs in 2023 to 38,100 in 2024. We expect growth to continue decelerating over the next two years, with 30,200 job gains this year and 18,500 in 2026.

Comparative institutions in Michigan:

- **Michigan's 15 Public Universities** vary in their format of career fairs. Most have a large all-major career fair in addition to several smaller, focused employment fairs.

Employer recruitment preferences:

A+ Employer Relations Academy - Early Talent Recruitment Strategies and Challenges for 2025.

- Buy, then build talent
- Struggle to convert interns to full-time hires
- Stagnant or shrinking recruitment budgets
- Difficulty identifying talent through skills-based hiring
- Priority goes to filling high-volume and specialized roles
- Need training to benefit from the AI tool for recruitment
- Use of technology – AI ethics and fraud
- Smaller group of entry-level talent with more diverse history
- Business transformations are pressuring recruiting teams to deliver high-quality talent with the right skills

Assessment Category:

Question: What category does your assessment initiative fall under?

- Benchmarking
- Satisfaction

Ferris Forward Strategic Plan (2024-2027):

Question: Which of the 4 Strategic Pillars (Belonging, Innovation, Student Excellence, or Sustainability) and/or the Initiatives of each Strategic Pillar does your assessment positively support, impact, or influence?

This assessment aligns with Ferris State University's mission, vision, values, and the following strategic pillars:

- Belonging – 1,2
- Innovation – 1,2
- Student Excellence – 1,2

Assessment Results:

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

The workforce is more competitive, and students approaching graduation and/or recent graduates will find it difficult to secure career positions without acquiring essential skills, knowledge of recruitment processes, and the ability to create professional relationships in their fields of study/future occupation. This validates the importance of students to personally engage in skill-building and in networking situations with employers as early and as often as possible.

Employers are less likely to attend multiple recruitment events due to decreased budgets. Recruiters' roles are changing, and they will participate in the event option that promises exposure to students who may meet their recruitment goals. Therefore, it is beneficial to clearly communicate the objectives of each event. The employer's interest is to have the students only attend the event they are present for, which is contradictory to the students' best interests.

Student pre-event preparation should include practice starting a conversation and discussing practical, essential skills. It was also discovered that students will benefit not only from learning the NACE 8 essential skills, but by being able to confidently articulate how they have applied them, as many new recruiters have difficulty with skill-based hiring. Incorporating more communication and coaching support for students during the event is beneficial to their overall 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?

For the coming 2025-2026 Career Success Expos, we are making the following changes:

- Student pre-event programming includes interpersonal communication and articulation of NACE 8 essential skills.
- Improve advertising and conversations with employers to ensure their recruitment goals are aligned to each career event.
- Ensure each student is offered support at the event.
- Name change and rebranding the event, focus on intentional marketing strategies.
- Highlight university partners and "Connection Zone" tables.
- Track connection zone table engagement with unique QR codes.
- Measure key performance indicators and collect satisfaction data.
- Include employer recruitment plans in welcome folders with follow-up after the event.
- Provide campus tours and quality thank-you gifts for employers.

Assessment Area (2 of 2): First Year Peer Engagement Coaching Program:

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

May 2025 marked the end of five years of the first year of the coaching and programming initiative. In 2023, the program began using Navigate to record program engagement, and in 2024, a full data picture was available for analysis. This assessment compares the success of students who engaged with their coach to students who did not engage. Students used in the assessment were enrolled in the 2024-2025 cohort and met one of the following criteria:

- FTIAC student with a 202408 admission and enrollment status
- International students with a 202408 admission and enrollment status
- Transfer students with a 202408 admission and enrollment status, and had less than 24 credit hours

Assessment Category:

Question: What category does your assessment initiative fall under?

- Retention
- Academic Success

Ferris Forward Strategic Plan (2024-2027):

Question: Which of the 4 Strategic Pillars (Belonging, Innovation, Student Excellence, or Sustainability) and/or the Initiatives of each Strategic Pillar does your assessment positively support, impact, or influence?

This assessment aligns with Ferris State University's mission, vision, values, and the following strategic pillars:

- Belonging – 1,2
- Student Excellence – 1,2

Assessment Results:

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

- 1817 students were in the 2024-2025 cohort
- 986 students engaged with their coach at least one time in the year – 54.2% response rate
- 831 students did not engage

	Engaged with Coach	Did not Engage with Coach
Persistence from Fall 2024 to Spring 2025	95.6%	81.5%
Average Cumulative GPA for Fall 2024	2.98	2.55
Average Cumulative GPA for Spring 2025	2.97	2.74
Average Term GPA for Fall 2024	2.96	2.54
Average Term GPA for Spring 2025	2.87	2.58
Average Earned Credits for Fall 2024	12.10	10.23
Average Earned Credits for Spring 2025	12.02	10.65
Average Credit Completion for Fall 2024	88.5%	82.2%

Average Credit Completion for Spring 2025	87.5%	82.1%
<i>Of students enrolled in Fall 2024</i>	986 Enrolled in Fall 24	831 Enrolled in Fall 24
Students with at least one alert	113 (11.5%)	74 (8.9%)
Students with at least 1 D or F grade	140 (14.2%)	131 (15.8%)
Students with at least one withdrawal	152 (15.4%)	156 (18.8%)
Students with at least one major change	155 (15.7%)	126 (15.2%)
<i>Of students enrolled in Spring 2025...</i>	944 Enrolled Spring 25	678 Enrolled Spring 25
Students with at least one alert	92 (9.7%)	70 (10.3%)
Students with at least 1 D or F grade	138 (14.6%)	119 (17.5%)
Students with at least one withdrawal	142 (15%)	132 (19.4%)
Students with at least one major change	152 (16.1%)	118 (17.4%)

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 above shows that first-year students who engaged with their coach were more successful overall by two data points. Although it is difficult to state that coaches had a direct impact on the success of students, this data shows a positive correlation. The information will be shared with the next group of coaches to provide a benchmark and goals for their work. We will increase coach training on these topics and increase training and creativity in ways to encourage first-year students to respond to their coach. The results encourage us to increase the response rates for the next year with a goal of a 75% response.

This data can be used to request additional support for this important retention program. The data also poses even more questions about the correlation of student success by the number of engagements they had with their coach. We wonder if more engagement would increase success factors even more. If this is true, employing more coaches and lowering caseloads could provide higher student success.

Part III: Next Year (2025-2026)

What continuing or new assessment activities are you targeting next year (2025-2026)?

The Career and Professional Success department plans to assess the following items:

- Student Learning Outcomes related to new high impact programming teaching one or more of the NACE 8 essential skills.
- First Year Student Career Readiness as measured through the new Career Readiness Inventory.

Center for Student Involvement (CSI)

Part I: Last Year (2023-2024)

What changes did you make as a result of last year's assessment (2023-2024)?

Based on our feedback, we successfully managed the transition from BulldogConnect (Presence) to Ferris360 Groups (Pathify). We worked with registered student organizations (RSOs) to provide transition assistance and options for features that were used in BulldogConnect.

Part II: Current Year (2024-2025)

What are your Assessment Highlights for the current year (2024-2025)?

Assessment Area (1 of 1): Different Platforms to Share Information:

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

The Center for Student Involvement has spent considerable time discussing how we can reach students to share the variety of opportunities we provide to them on campus. We have looked at different platforms, from social media, direct text messages, emails, and Ferris 360. This past year, we posted messages across platforms to see where we were gathering the most views.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Operational Efficiencies

Ferris Forward Strategic Plan (2024-2027):

Question: Which of the 4 Strategic Pillars (Belonging, Innovation, Student Excellence, or Sustainability) and/or the Initiatives of each Strategic Pillar does your assessment positively support, impact, or influence?

- Innovation

Assessment Results:

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

After comparing posts across multiple platforms, two themes stood out. The first was that Ferris 360 is currently getting the most consistent views. The second theme was that there is the potential for a larger reach on social media, when the topic is one that excites students or has multiple collaborators sharing the content. Below is a chart detailing the number of views for the same post shared on Facebook, Instagram, and Ferris360.

Date	Post	Facebook	Instagram	Ferris 360
8/7/25	RSO Open Office Hours	28	578	6454

8/5/25	Bulldog Bonanza Sign Up	145	1029	4233
7/22/25	RSO Re-Registration	66	806	1766
4/29/25	Bulldogs Unplugged	86	919	1978
1/6/25	RSO Fair	217	2780	2297
10/8/24	Start Your Own RSO	N/A	600	1898
9/26/24	Vote for Homecoming Ambassador	N/A	8672	1726
9/20/24	Homecoming Comedian Announcement	N/A	8446	1988
9/12/24	RSO Success Summit	N/A	1777	1549

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 conversations based on this data, the Center for Student Involvement team is looking to monitor these trends and, if they hold for the upcoming school year, shift our communication strategy. We will look to Ferris360 for programming and involvement announcements, to utilize Instagram for photos and videos of events, and retire Facebook.

Part III: Next Year (2025-2026)

What continuing or new assessment activities are you targeting next year (2025-2026)?

After a multi-year hiatus, we have brought back mandatory training participation for each RSO officer. In addition to training outcomes, we would like to see an increase in registered events and a decrease in Student Community Standards referrals.

Commencement

Part I: Last Year (2023-2024)

What changes did you make as a result of last year's assessment (2023-2024)?

Unfortunately, we were not able to use the digital format for our programs. We will continue to look at cost-saving efforts with printed programs. We ordered fewer printed programs that were made available on the ceremony days, as well as offered a PDF version on our Commencement Website for those who did not want a printed program on the day of the ceremony. We will continue to look at offering a form of digital commencement program for future budget-saving ideas.

Part II: Current Year (2024-2025)

What are your Assessment Highlights for the current year (2024-2025)?

Assessment Area (1 of 1): Commencement Programs:

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

We are assessing the overall satisfaction and experience of our graduates and their families with the Commencement ceremonies.

Unfortunately, I was not able to have the survey ready to include for our ceremonies. However, moving forward, we plan to implement a more structured data collection approach, and to distribute a survey both prior to and on the day of Commencement. We will promote the survey using QR codes in the printed Commencement program and online links via our Commencement webpage to increase accessibility and participation among graduates and their families.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction

Ferris Forward Strategic Plan (2024-2027):

Question: Which of the 4 Strategic Pillars (Belonging, Innovation, Student Excellence, or Sustainability) and/or the Initiatives of each Strategic Pillar does your assessment positively support, impact, or influence?

- Belonging - By seeking feedback from our graduates and their families, we aim to ensure that every student feels celebrated and included in their final moments at Ferris State University. A meaningful and positive Commencement experience contributes to a lasting sense of connection and pride in being part of the Ferris community.

Assessment Results:

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

At this time, we do not have any evidence; however, by formalizing our feedback process through structured surveys, we hope to gather clear evidence on what aspects of the ceremony are successful and identify areas for improvement.

Explore Possible Actions Based on Assessment:

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

We believe that a well-executed Commencement ceremony reinforces a student's sense of achievement and pride in their education. Furthermore, a positive final experience at FSU may lead graduates and their families to become ambassadors for the university, potentially influencing prospective students through word-of-mouth and shared experiences.

Part III: Next Year (2025-2026)

What continuing or new assessment activities are you targeting next year (2025-2026)?

We would like to try to administer the survey this coming year. Currently, it is ready to be included in our Fall 2025 Commencement ceremony. We will still consider offering a survey prior to the ceremony as well as on the day of. We will use QR codes and online links on our commencement page to encourage graduates and families to complete. We will also place a QR code in our Commencement program as another way to capture more participation. Our goal is to know that our graduates and their families are happy with their commencement experience. We hope to review ways to improve our ceremonies to enhance everyone's experience. We are hopeful that if our graduates and their families have a good experience with Ferris State University, it will motivate them to share their good experiences about FSU and potentially bring more students to Ferris State University.

David L. Eisler Center (DEC)

Part I: Last Year (2023-2024)

What changes did you make as a result of last year's assessment (2023-2024)?

Due to unforeseen staffing issues, limited progress was made on creating a student staff assessment of skills and abilities gained from their employment.

Part II: Current Year (2024-2025)

What are your Assessment Highlights for the current year (2024-2025)?

Assessment Area (1 of 1): Non-university-affiliated Organizational Usage:

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

This academic year, we focused on non-university-affiliated organizations using the David L. Eisler Center (DEC). The DEC tracks non-university-affiliated organizations through two price points: non-profit and for-profit businesses.

This data was collected through our facility management system, Mazevo.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Operational Effectiveness

Ferris Forward Strategic Plan (2024-2027):

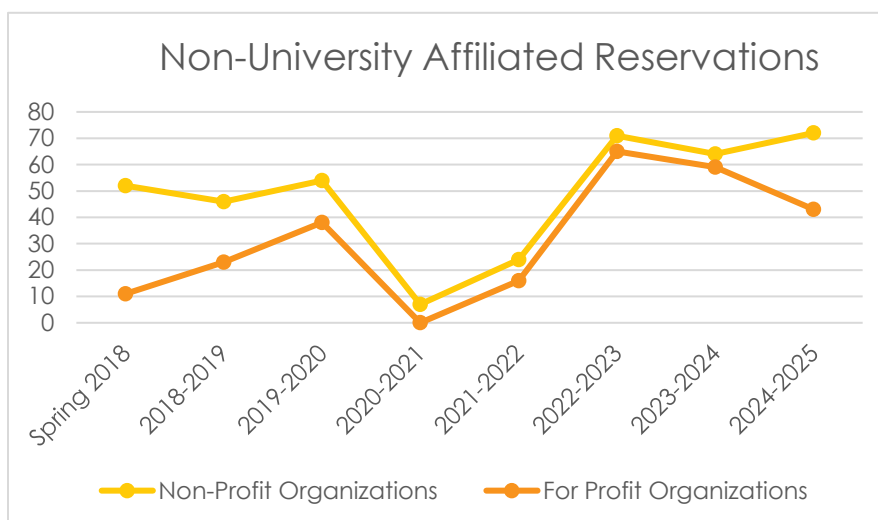
Question: Which of the 4 Strategic Pillars (Belonging, Innovation, Student Excellence, or Sustainability) and/or the Initiatives of each Strategic Pillar does your assessment positively support, impact, or influence?

- Innovation: We continue to promote engagement and relationships with profit and non-profit organizations.

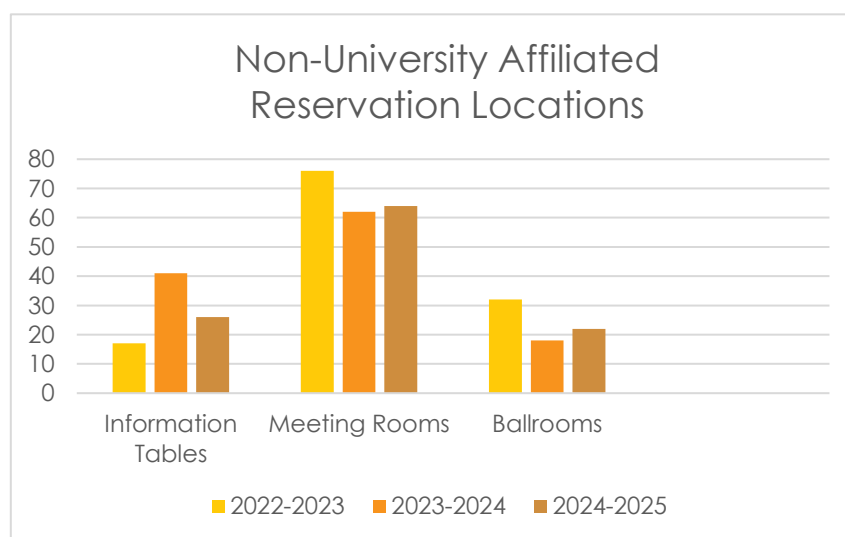
Assessment Results:

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

During the 2024-2025 school year, the DEC saw a plateau in the number of non-University-affiliated organizations. We continue to see heavy usage by non-profit organizations and slightly less from for-profit organizations.



A deeper look into the for-profit data found two nuances. In the previous year, we had two organizations make over 30 reservations that did not continue into the past year. One was an estate planning law firm that felt it had reached market saturation, and the other was a local apartment complex that changed management. Additionally, we attribute the increase in non-profit reservations to becoming a destination for in-person testing for some virtual high schools. This past year, the DEC hosted 3 different schools for a number of in-person testing opportunities.



Exploring this data more, we have found that the areas non-University affiliated organizations have been using have changed over the last two years. We have seen a noticeable drop in the ballroom and meeting room reservations, while demand for information tables has increased.

Explore Possible Actions Based on Assessment:

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

We will continue to monitor the usage by non-University-affiliated organizations in the DEC to ensure we meet the demands of both our campus and our community. It appears that the year 2022-2023 was an anomaly, and we have stabilized our reservations for two years. This information will be helpful as we project revenue for future years. There could also be an opportunity to market the possibility of hosting events here in the DEC during times of the year that are less utilized.

Part III: Next Year (2025-2026)

What continuing or new assessment activities are you targeting next year (2025-2026)?

For the upcoming year, we would like to look closely at the skills and abilities our student staff are developing and find ways to catalog those experiences. We are looking to develop consistent training guides and proficiency for each student position.

Financial Aid/Scholarships

Part I: Last Year (2023-2024)

What changes did you make as a result of last year's assessment (2023-2024)?

Financial Aid and Admissions staff joined forces once again to work on the Bridget to Success program. Melanie Mulder, Jeff Stewart, and Gear Up Coordinator Cory Meiser, worked together to host a FAFSA workshop at Morley Stanwood High School, which was well-attended by Bridge to Success students and their parents. In addition, Jeff and Melanie hosted another very well-attended financial aid presentation at Big Rapids High School. Incentivizing students with Bulldog Bonus funding for attending these events resulted in a high number of participants and a higher number of well-prepared students when they arrived on campus for Orientation. Overall, combining Bulldog Bonus funding with Bridge to Success programming is a very successful combination.

Part II: Current Year (2024-2025)

What are your Assessment Highlights for the current year (2024-2025)?

Assessment Area (1 of 1): Scholarship Universe:

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

We chose to analyze Scholarship Universe, specifically system functionality, including award automation with Banner, fund utilization, and tracking. Scholarship Universe has a number of reporting features that provide data. In addition, communications with students and other campus partners provide much information about what is and is not working within this new scholarship awarding system. This data is collected via the Scholarship Universe system and is based on the numbers that it generated after the cycle.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Outreach
- Customer Satisfaction / Customer Service

Ferris Forward Strategic Plan (2024-2027):

Question: Which of the 4 Strategic Pillars (Belonging, Innovation, Student Excellence, or Sustainability) and/or the Initiatives of each Strategic Pillar does your assessment positively support, impact, or influence?

- Belonging- Students can fully engage with their program when they do not have to worry financially.
- Student Excellence: Striving to do better academically will unlock more scholarship opportunities.
- Sustainability: The Scholarship Universe experience happens once a year and each year it should be more efficient to save university time and resources.

Assessment Results:

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

Effective scholarship management is vital to student success at Ferris State University. By definition, a scholarship is funding to help a student pay for their educational expenses. Since the initial launch of the Scholarship Universe portal in preparation for the 2024-2025 academic year/awarding cycle, we have learned a great deal about the historical perceptions and campus culture surrounding scholarships in general at Ferris State University. In the past, donor agreement interpretation was primarily the responsibility of the colleges across campus, many of whom had several scholarship awarding committees. We found that for decades, many of these committees had been adding additional layers of criteria to the original donor agreements in an effort to assist the committees in narrowing down recipient choices or in some cases, to help tailor the selection of recipients to those they felt most deserving. In many cases, scholarship committees included or were led by the actual donors of the scholarship funding, which is a violation of Internal Revenue Service regulations.

Before we began the initial implementation of the Scholarship Universe system, in fact before we even anticipated the purchase of Scholarship Universe, we performed an in-depth review or audit of donor agreements. With some agreements dating back to the early 1900's, we immediately found that there were numerous inconsistencies in the writing of the agreements that would make implementation of a new scholarship database nearly impossible without some basic rules and interpretations. While our goal was to match the intent of the original donor as closely as possible, we worked extensively with University Advancement and Marketing to agree upon an awarding policy that would provide consistent interpretation when there was missing or subjective criteria in an agreement. As an example, there is a scholarship agreement that was written in the early 1900's that indicates that the "Student must be of normal appearance." As you can imagine, the determination of "normal appearance" could be very different based on the age, gender, personal views and experience, and many other factors of various scholarship committee members. The FAO and UAM worked together to create a standard/guide on how to interpret outdated criteria to make sure all scholarships were handled for fairness and consistency in awarding.

To complicate the 2024-2025 implementation of Scholarship Universe, the 2024-2025 FAFSA, which is key in the awarding of many need-based scholarships, was significantly delayed due to the FAFSA Simplification changes introduced by Federal Student Aid. This resulted in having to significantly delay the Scholarship Universe application and awarding period, and ultimately the Financial Aid office was charged with making the recipient selections for most scholarships within Scholarship Universe.

The following summarizes our assessment based on staff perceptions relative to student and campus partner comments, as well as data derived from the many reports, we run relative to Scholarship Universe. An example is below:

OFFICE OF SCHOLARSHIPS & FINANCIAL AID

Executive Summary and Notes

	2024-25:	2025-26
Total Paid:	\$3,562,533	\$2,832,018
Total Awards:	1,408	1,133
Unique recipients:	1,088	865
Average Award:	\$2,530	\$2,499
Median Award:		

Outcomes:

1. The Scholarship Universe platform is very intuitive for our students. Many of them were considered for scholarship opportunities without taking any action at all.
2. Our end goal is to get scholarship dollars into the hands of as many students as possible, as early and efficiently as possible.

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?

1. We discovered a need to continue to work very closely with UA&M to standardize future agreements, eliminating subjective or illegal criteria and adding language that allows for awarding continuity if the initial criteria are no longer valid. (Example, enrollment in a specific program that may be eliminated in the future).
2. We discovered best practices for future agreements, eliminating the additional administrative burden of committees, and the need to keep scholarship criteria simple to “cast a wide net” and have a large pool of potential recipients.
3. We are reminded that communication is key with students and campus partners. Providing training opportunities and educating partners relative to awarding policies and decisions is in the best interest of the university and students.

Part III: Next Year (2025-2026)

What continuing or new assessment activities are you targeting next year (2025-2026)?

We want to further assess Scholarship Universe for 2025-2026 and provide more data over the last couple of years. Significant staffing changes/shortages skewed our ability to assess Scholarship Universe as we intended. We would like to identify and develop processes and procedures to enhance student experience, as well as to develop efficiencies to utilize this product as it was intended. We hope to improve our communications and understanding with our campus partners to establish better outcomes for the future, specifically, an understanding that the Office of Scholarships & Financial Aid is ultimately the party responsible for decisions and policies related to scholarship awarding. Much work needs to be done in this regard, and it will not be easy. We are committed to securing strong support from the highest levels of administration and ensuring that this commitment is communicated clearly and effectively throughout the organization to help us achieve this goal.

Housing and Residence Life

Part I: Last Year (2023-2024)

What changes did you make as a result of last year's assessment (2023-2024)?

Housing and Residence Life did not make any changes to the assessment of move-in and student staff satisfaction. We found the information gathered to be reflective of what we wanted to learn and will continue to make improvements based on it. While we did not change the assessment tool, we actively worked to listen to what was being said to improve our students' experience. An intentional plan was developed to increase volunteers at move-in, RHA was reinstated on campus to create more staff recognition, and more active listening sessions were utilized for our staff to attend.

Part II: Current Year (2024-2025)

What are your Assessment Highlights for the current year (2024-2025)?

Assessment Area (1 of 3): Student Satisfaction at Move-In:

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

Housing and Residence Life assessed the satisfaction of move-in from the student's perspective. Data was collected via a survey.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Program Success

Ferris Forward Strategic Plan (2024-2027):

Question: Which of the 4 Strategic Pillars (Belonging, Innovation, Student Excellence, or Sustainability) and/or the Initiatives of each Strategic Pillar does your assessment positively support, impact, or influence?

- Belonging
- Innovation

Assessment Results:

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

Students reported having a positive experience during move-in and noted feeling more engaged as a result. However, they also identified areas for improvement, including a need for additional support during the move-in process. There were also concerns about the cleanliness of the spaces.

Explore Possible Actions Based on Assessment:

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

We have worked to provide more move-in opportunities for volunteers and have also worked with custodial staff to ensure that the turnover period is effective and efficient.

We will continue to work with custodial staff to address cleanliness issues.

Assessment Area (2 of 3): Student Staff Satisfaction:

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

Housing and Residence Life assessed the student staff experience to ensure that we are continuing to meet their needs and become a desired destination for employment.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Innovation
- Excellence

Ferris Forward Strategic Plan (2024-2027):

Question: Which of the 4 Strategic Pillars (Belonging, Innovation, Student Excellence, or Sustainability) and/or the Initiatives of each Strategic Pillar does your assessment positively support, impact, or influence?

- Student Excellence

Assessment Results:

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

There is a continued need for student engagement and involvement in leadership and increased recognition.

Explore Possible Actions Based on Assessment:

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

Through this assessment, we can evaluate the student staff's ability to foster a sense of belonging while living on campus, as well as enhance opportunities for student excellence through their student staff position.

Our assessment process has continued to be impactful in the questions that we are asking. In the next year, we will need to expand to see how our student staff feel about the new salary and programming expectations for their positions.

Assessment Area (3 of 3): Residents' Satisfaction Living on Campus:

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

Housing and Residence Life collected information about residents' experiences while living on campus via a survey.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Program Success

Ferris Forward Strategic Plan (2024-2027):

Question: Which of the 4 Strategic Pillars (Belonging, Innovation, Student Excellence, or Sustainability) and/or the Initiatives of each Strategic Pillar does your assessment positively support, impact, or influence?

- Belonging

Assessment Results:

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

Overall, students are satisfied with living on campus; however, there are concerns with cleanliness and noise in the residence halls. There are also requests for more specific programming and opportunities for social engagement.

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?

Questions asked on the survey leaned towards satisfaction versus learning; however, responses provided evidence of learning and identity development while living on campus. We learned that our student satisfaction rate was mostly positive, and this is evident in the retention rates for our students who continue to choose to live on campus.

Part III: Next Year (2025-2026)

What continuing or new assessment activities are you targeting next year (2025-2026)?

For the next year, Housing and Residence Life is interested in looking at the housing lottery process. In replacing our system with Star Rez, it will be interesting to hear the students' perspectives about the housing sign-up process.

Institutional Research & Testing (IR&T)

Part I: Last Year (2023-2024)

What changes did you make as a result of last year's assessment (2023-2024)?

Conversations continued as the transition to the cloud-based WebFocus progressed. These conversations will continue as the various key members work on efficiencies in reporting.

Part II: Current Year (2024-2025)

What are your Assessment Highlights for the current year (2024-2025)?

Assessment Area (1 of 1): Data Visualization and Dashboard Data:

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

Much of 2024-2025 was a transition year, due to the retirement of the Director of Institutional Research and Testing, along with additional vacancies across Enrollment Services.

One goal was to continue to evaluate the campus community's needs regarding data visualization and dashboard data in conjunction with the new campus Web Focus Cloud-Based Solution, *Enterprise-Wide Reporting Solution*, or possibly a new APR Dashboard.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Institutional Effectiveness

Ferris Forward Strategic Plan (2024-2027):

Question: Which of the 4 Strategic Pillars (Belonging, Innovation, Student Excellence, or Sustainability) and/or the Initiatives of each Strategic Pillar does your assessment positively support, impact, or influence?

- Innovation

Assessment Results:

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

Once guides and knowledge base articles directly from WebFocus were made available, progress was made on the dashboards. While progress has been slower than anticipated, major steps have been made in the past few weeks. There are a few pilot dashboards in progress.

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?

Any form of data that can assist key stakeholders in making data-driven decisions to enhance student learning, retention, and success is a win! The ability to showcase data in a variety of ways will be beneficial to the institution.

Part III: Next Year (2025-2026)

What continuing or new assessment activities are you targeting next year (2025-2026)?

As the transition continues with a new Director of Institutional Research and Testing, as well as an incoming Enrollment Services Programmer Analyst, much of the assessment will focus on information gathering to enhance processes and efficiencies. From here, the team can determine the next steps forward when it comes to Institutional Research at Ferris State University.

- Continue working on data visualization options through WebFocus.
- Ask questions around: data/reporting needs, data efficiency, data governance, and definitions.

Office of Student Community Standards (OSCS)

Part I: Last Year (2023-2024)

What changes did you make as a result of last year's assessment (2023-2024)?

The Office of Student Community Standards is currently not offering the AOD Diversion Program due to the increased case numbers for the 2024-2025 academic year. It is the plan to revisit the AOD Diversion Program timeline and review data collected in future academic years to see if the number of drug and alcohol cases decreased so that we are able to offer the program as an option again without clogging up CREWs' workload, diminishing availability for self-referral students, tabling, etc.

Part II: Current Year (2024-2025)

What are your Assessment Highlights for the current year (2024-2025)?

Assessment Area (1 of 1): Top Policy Violations:

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

This year's assessment leveraged our data-focused intern to conduct a comprehensive analysis of policy violations across our institution, with the primary learning outcome of enabling staff to understand patterns and demographics in policy violations so they can develop more targeted and effective support strategies. Our main goal was to identify which specific policy areas generate the most violations and determine whether certain demographic groups (by gender, race, or building location) experience disproportionate rates of infractions, ultimately seeking to understand the "why" behind these patterns to inform our intervention approaches. The data collection utilized our existing case management system to extract and analyze violation records, supplemented by brief surveys distributed to affected students to capture contextual factors not evident in the administrative data. The findings are being articulated through interactive dashboards and summary reports that highlight trends by violation type, demographic breakdowns, and building-specific patterns, presented in accessible formats that translate raw data into actionable insights.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation/Capacity Management
- Student Learning Outcomes

Ferris Forward Strategic Plan (2024-2027):

Question: Which of the 4 Strategic Pillars (Belonging, Innovation, Student Excellence, or Sustainability) and/or the Initiatives of each Strategic Pillar does your assessment positively support, impact, or influence?

- Innovation- Leveraging comprehensive data on student learning preferences, violation trends, and successful intervention outcomes allows the Office of Student Community Standards to develop

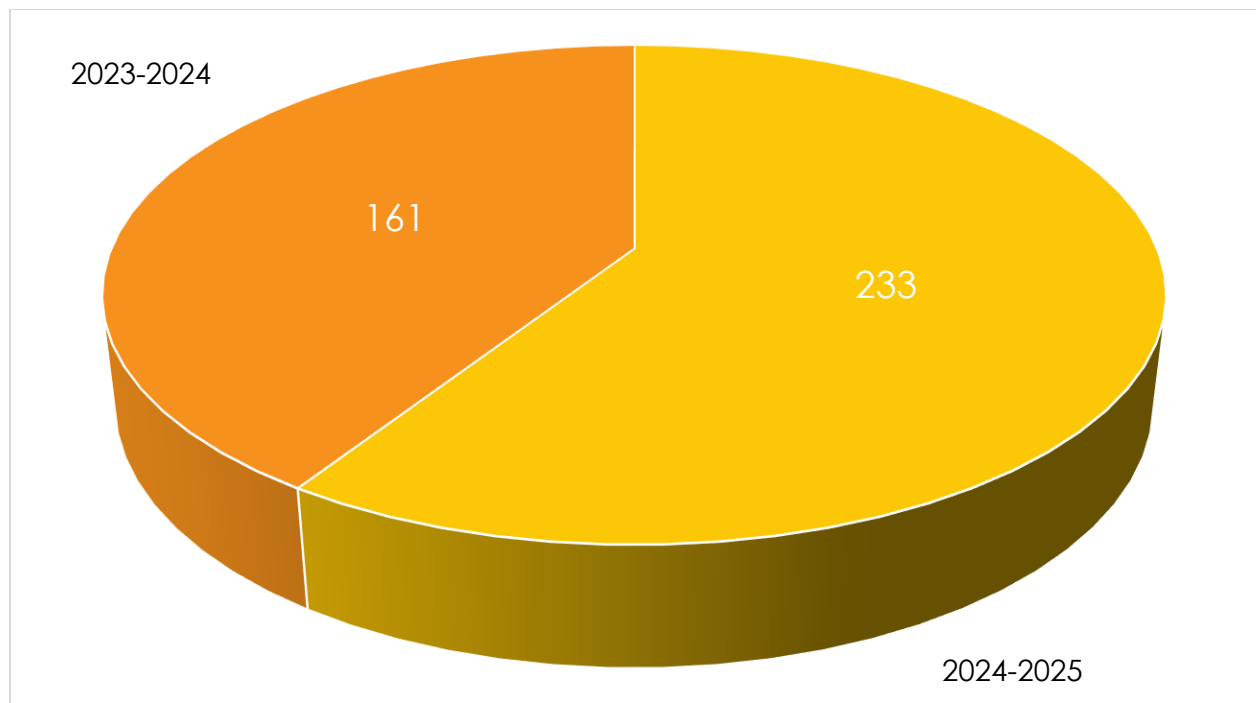
new educational outcomes such as updated reflection videos, interactive case study platforms that adapt in real-time, and decision-making simulations that mirror real-world scenarios.

- Student Excellence- Analyzing student performance data and achievement patterns allows the Office of Student Community Standards and other campus partners to identify successful learning outcomes and teaching approaches, which can then be scaled through tailored presentations, outcomes, or training programs that replicate excellence across broader student populations.

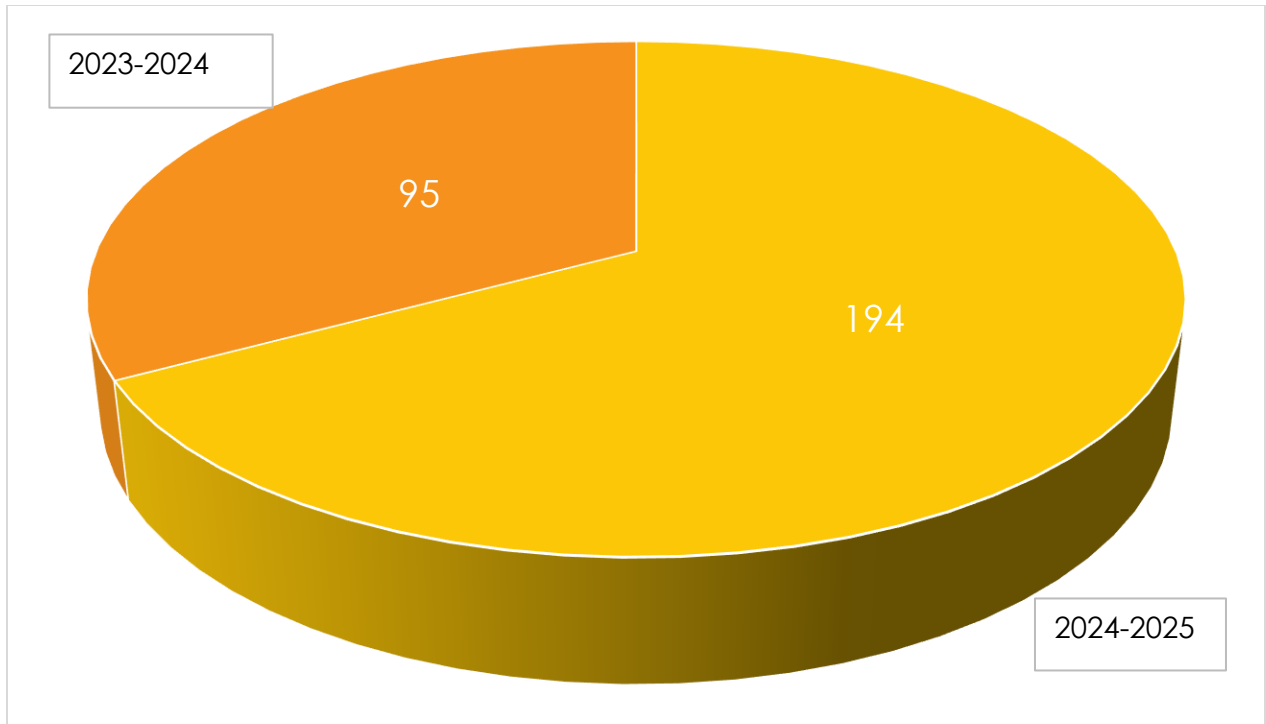
Assessment Results:

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

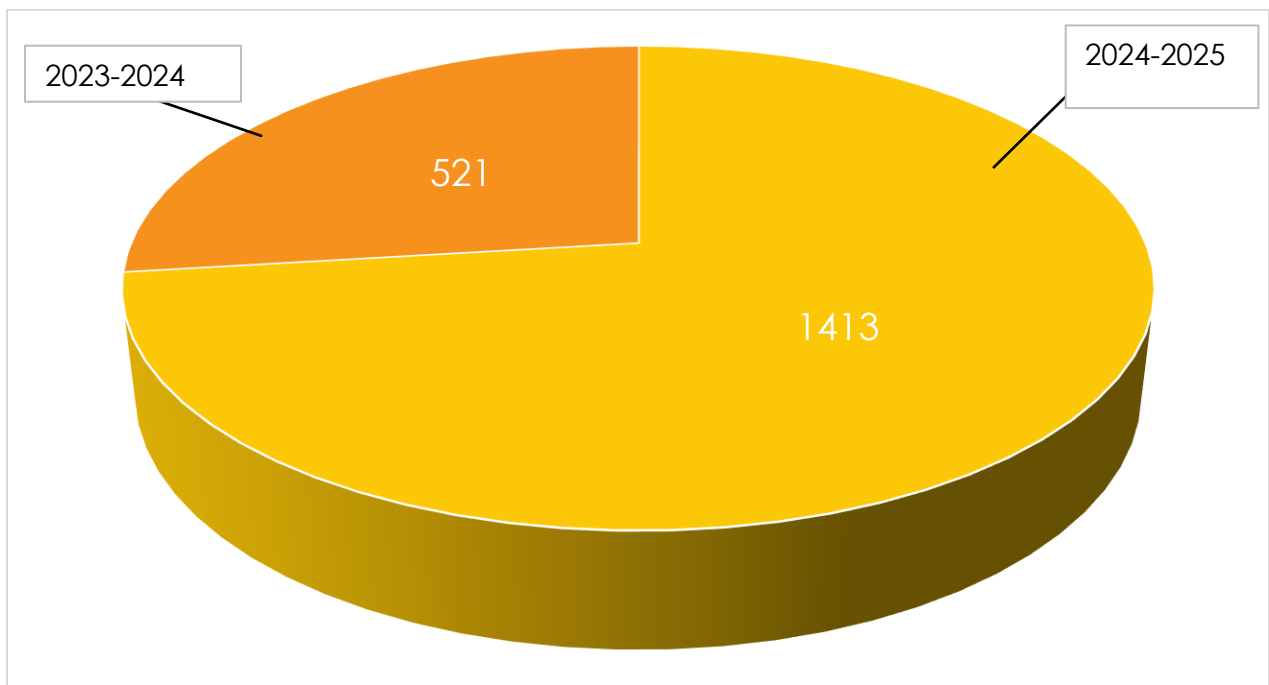
This analysis represents a comprehensive review of conduct data spanning multiple years, compiled and organized by our intern, Nicole Ralston. The dataset provides valuable insights into patterns and trends that can inform future policy and procedural decisions.



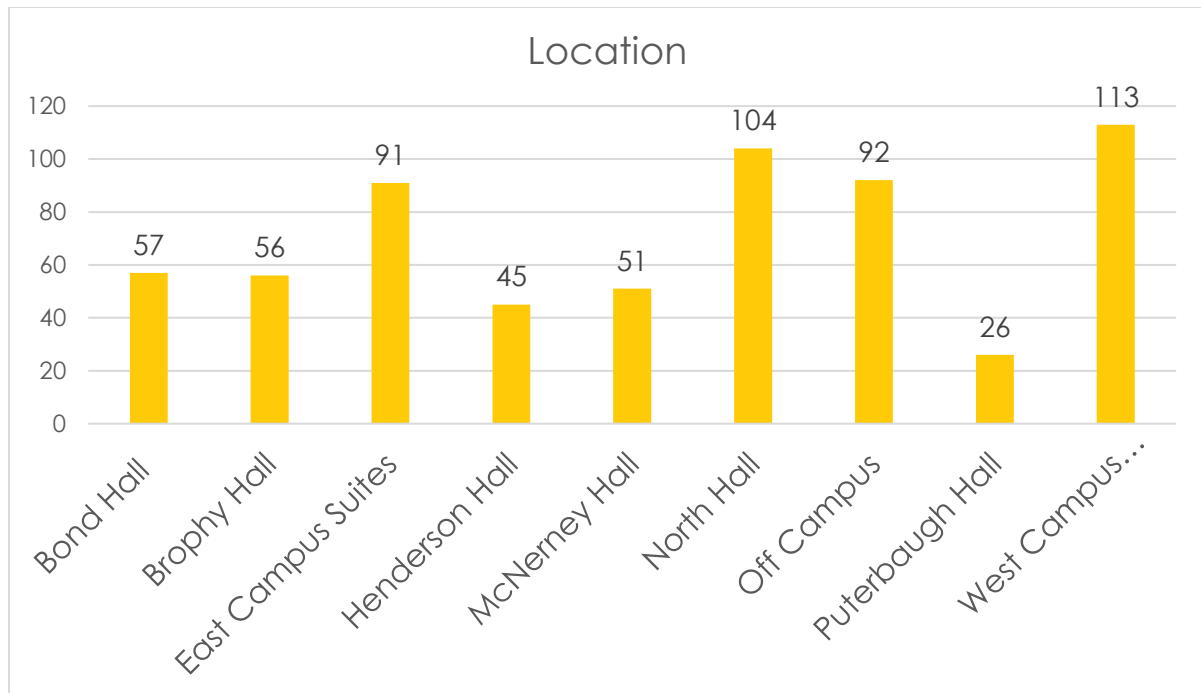
The chart above shows an increase in cases related to alcohol for the 2024-2025 vs. the 2023-2024 academic year.



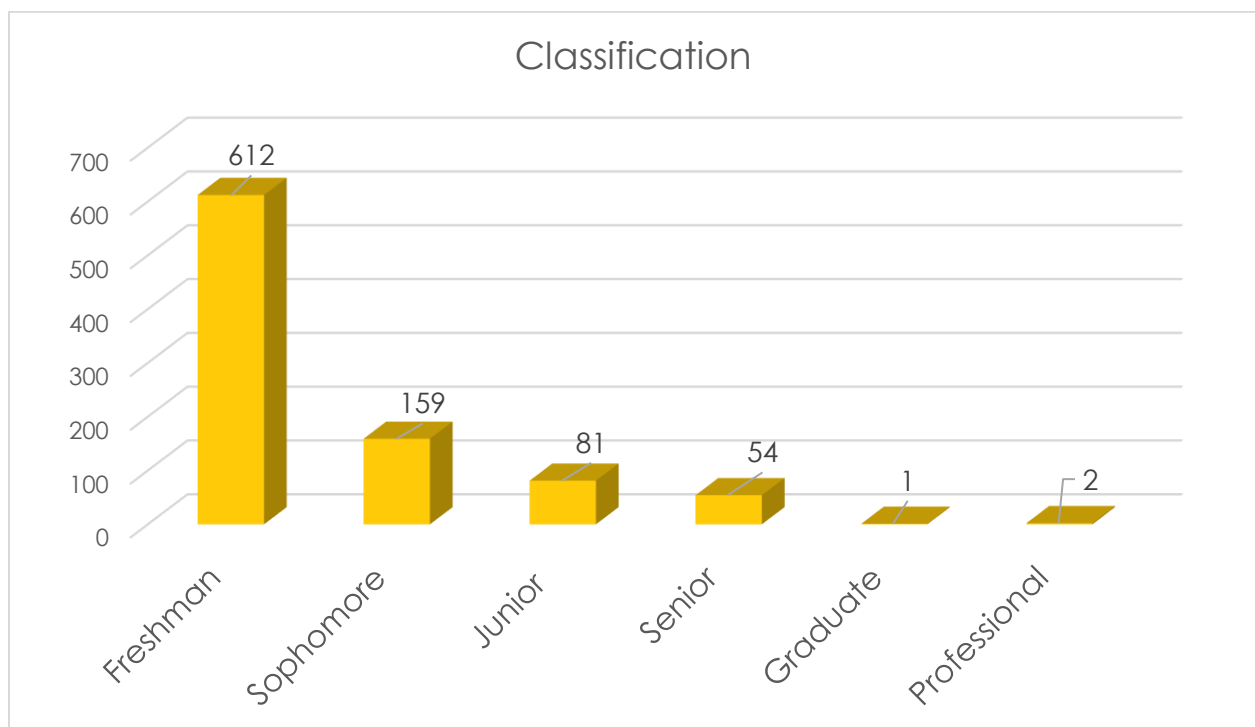
The chart above shows an increase in cases related to cannabis for the 2024-2025 vs. the 2023-2024 academic year.



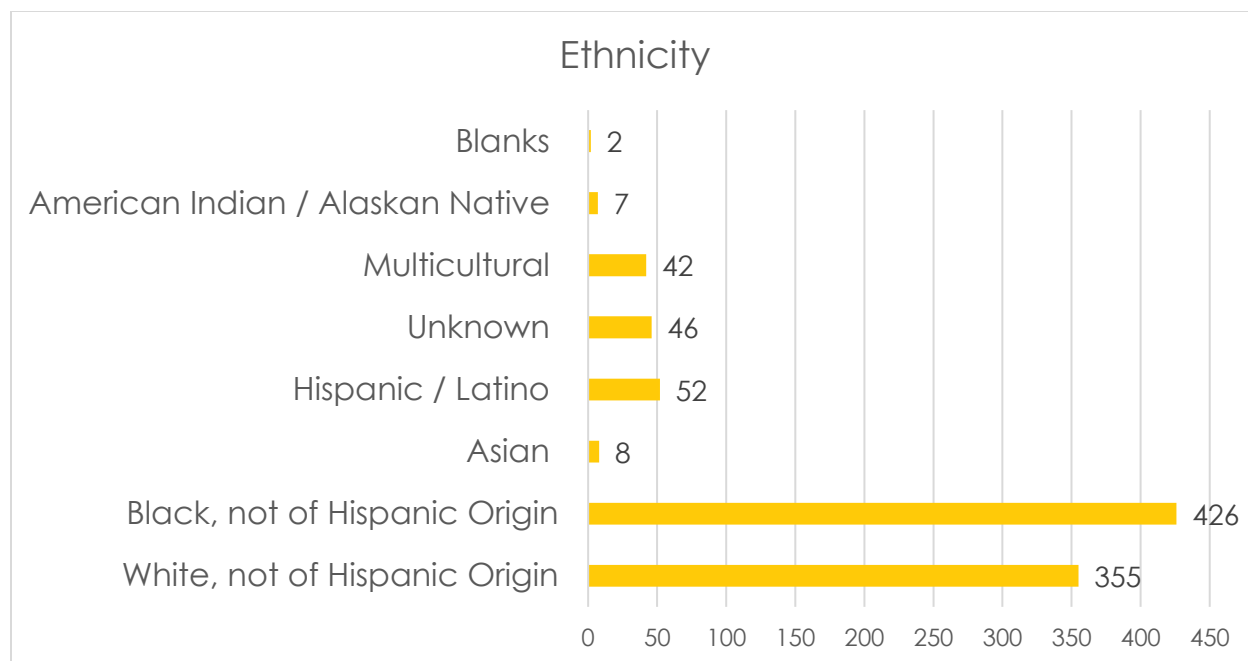
The chart above shows an increase in cases that occurred on campus for the 2024-2025 vs. the 2023-2024 academic year.



The chart above shows the location where policy violations occurred during the 2024-2025 academic year.



The chart above shows the classification of students who were documented for alleged policy violations. Please note that some students have multiple cases and would be counted once in this chart.



The chart above shows the ethnicity of students who were documented for alleged policy violations. Please note that some students have multiple cases and would be counted once in this chart.

Explore Possible Actions Based on Assessment:

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

Our data reveals gaps in student awareness of the Code of Student Community Standards and available office resources. We plan to conduct targeted research to fully understand which communication channels most effectively reach different student populations, and to identify the optimal timing and frequency for educational interventions throughout the academic year.

Part III: Next Year (2025-2026)

What continuing or new assessment activities are you targeting next year (2025-2026)?

This evidence strongly supports expanding our proactive educational approach through increased tabling events and targeted training sessions. We recommend implementing a systematic outreach calendar with regular presence at high-traffic campus locations, residence halls, and student organization meetings. Additionally, we propose developing training modules that can be customized for different audiences—from brief awareness sessions for general students to comprehensive workshops for student leaders and staff.

Office of Student Life

Part I: Last Year (2023-2024)

What changes did you make as a result of last year's assessment (2023-2024)?

As we began the new academic year, our goal was to strengthen and centralize our processes to better assess the effectiveness of student care and basic needs support within the campus community. Additionally, we learned from last year's data that we needed a clearer understanding of our students' needs.

Along with centralization efforts, we enhanced the metrics and variables used to determine care and basic need referrals and support efforts. There was consensus that decentralized care efforts hindered our ability to stay fully attentive to students' needs. Adopting a more centralized approach allowed us to identify trends at a greater extent, improve interventions, and communicate how the office provides support for students in need.

Enhancing case management protocols within Maxient and EAB Navigate enabled the office to operationalize care within the Ferris Community. Additionally, with the implementation of the Basic Needs assessment survey and the campus food pantry, we successfully expanded our reach and gained a better understanding of the needs faced by our students. With this new knowledge, we successfully secured the MiLeap grant, which provided the office with half a million dollars to continue expanding basic needs support within the Ferris community.

Part II: Current Year (2024-2025)

What are your Assessment Highlights for the current year (2024-2025)?

Assessment Area (1 of 1): Student Care Referrals:

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

Our assessment strategy for this academic year was straightforward. We needed a deeper understanding of the insecurities students faced, and to do so, we required improved metrics to collect the relevant data.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Program Success and Effectiveness

Ferris Forward Strategic Plan (2024-2027):

Question: Which of the 4 Strategic Pillars (Belonging, Innovation, Student Excellence, or Sustainability) and/or the Initiatives of each Strategic Pillar does your assessment positively support, impact, or influence?

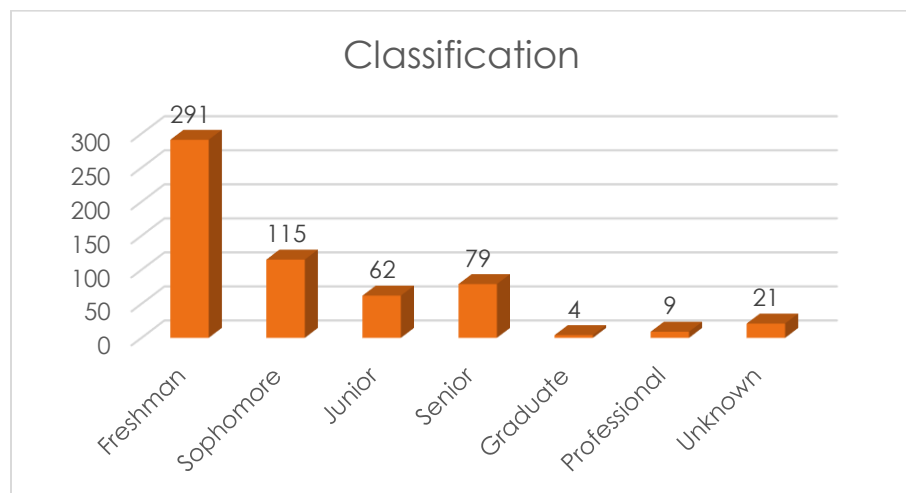
- Belonging: Initiative 1 & 2
- Innovation: Initiative 1, 2, & 3
- Student Excellence: Initiative 1

Assessment Results:

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

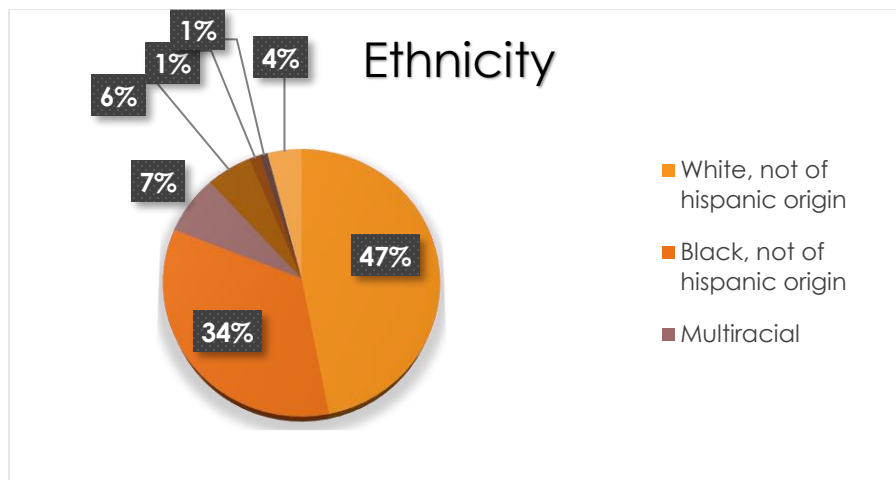
Last academic year (2023-2024), the Office of Student Life received 104 documented care referrals. In addition, only six students benefited from receiving relief funding to support their basic needs, amounting to a total allocation of \$5913.32. Unfortunately, at the time we received these referrals, there were limited measures in place to gain the full scope of care referrals forwarded, which narrowed our understanding of student needs.

The 2024-2025 assessment results provided a more complete understanding of our students' needs. At the end of the Spring 2025 semester, the Office of Student Life recorded a total of 584 documented care referrals for the academic year. Additionally, 56 students benefited from receiving relief funding to support basic needs, amounting to a total allocation of \$28,114.46. Trends in the data indicate that first- and second-year students were more likely to face challenges while navigating the university environment. Specifically, first- and second-year students accounted for 69% of all care referrals, with first-year students comprising 49.82% and second-year students making up 19.69%.



It is important to note that, due to human error, a small number of outlier identifiers were recorded in the raw data. These identifiers included adjunct faculty, Director of Conduct, and part-time clerical worker, which affected the total count listed; however, these errors do not significantly undermine the outcomes mentioned above.

Assessing care by ethnicity helps us better understand care patterns in the Ferris community. Data reveal that White students received the highest number of care referrals at 47%, followed by Black students at 34%, while Asian and American Indian students had the lowest referral rates.



When factoring in the National Association for Behavioral Intervention and Threat Assessment (NABITA) risk rubric, a tool used by the Office of Student Life and the Care Team to provide standardized responses to risk and student needs on campus, we were able to better understand care referrals by ranking risk levels (see Figure 1).

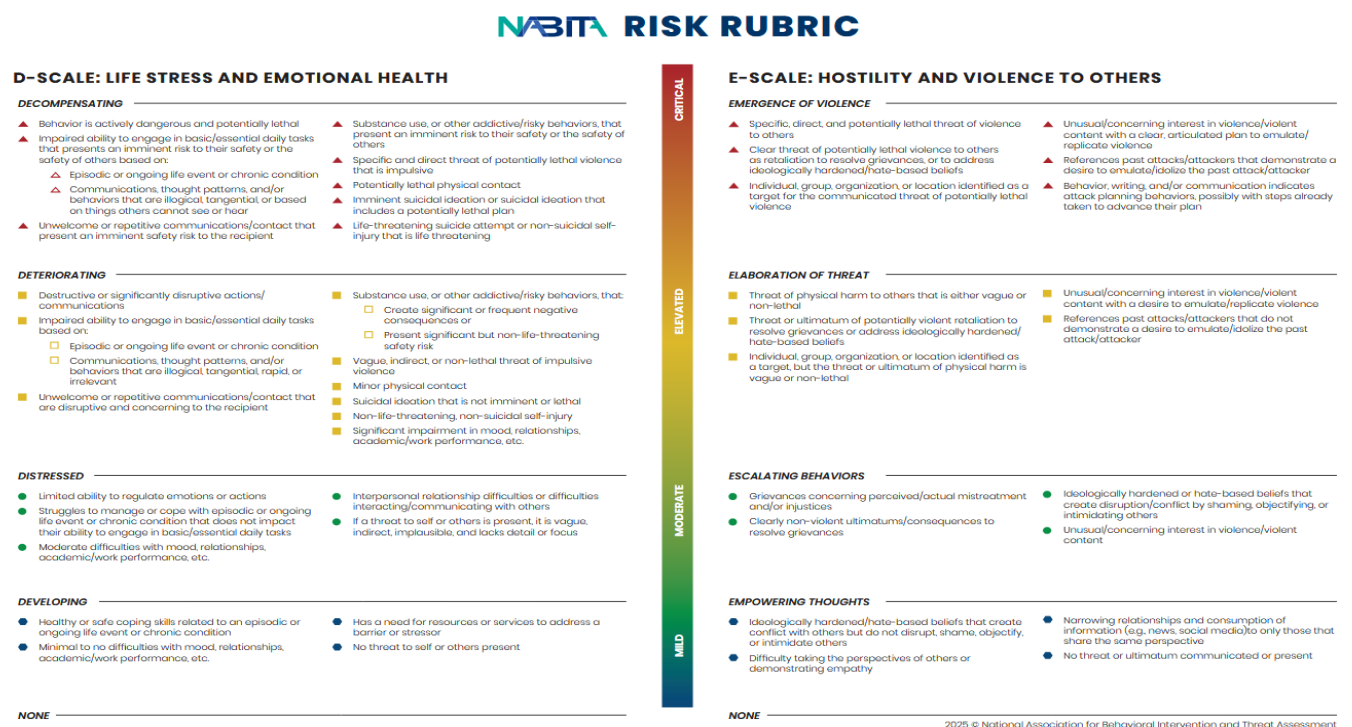
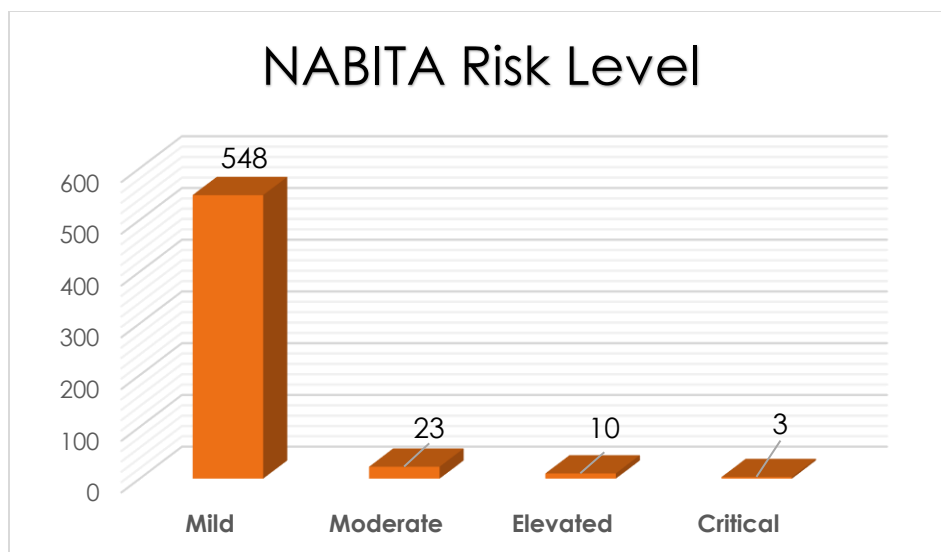


Figure 1: National Association for Behavioral Intervention and Threat Assessment Risk Rubric (NABITA 2025)

Surprisingly, we found that although we saw an increase in referrals, the risk level factors remained relatively low. For example, out of 584 documented care referrals received, 93% were rated as Mild according to the NABITA Risk rubric, which, based on the rubric, fostered intervention measures that involved only resource sharing and limited care actions. It is important to note that risk is assessed on a sliding scale, meaning that referrals can start as Mild and escalate to Critical, or vice versa.



The provided data enables us to begin exploring preventative, data-driven decisions to better support students. For example, with the data mentioned above and our understanding of the NABITA Risk Rubric, we can assume that implementing measures to reduce risk and address needs—particularly during first and second-year experiences—may lead to successful long-term outcomes. Additionally, since risk is evaluated on a sliding scale, taking more preventative actions for referrals categorized as Mild and Moderate can help the office better prevent student behavior issues, threats, and needs from escalating to Critical or Elevated levels.

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?

With the hiring of our Basic Needs Care Coordinator and improved case management structures in Maxient and Navigate, we are better equipped to enhance care and basic needs operations. At the start of Fall 2024, the office began efforts to apply unique tags to care or basic need referrals. One example of these tags is if a campus partner referral indicated a student was experiencing food insecurity, a “Care – Food Insecurity” tag would be assigned during case creation. Our goal is to provide the Division with a monthly overview of referral trends. We believe these reports will help the office implement preventative strategies to reduce need and risk among students. Data from our pilot this academic year shows that Mental Health, Student Relief Funding, and Academic Support were the top referral types forwarded to the office. We believe that, if implemented effectively, these measures will help identify when students face challenges and determine the best times to implement preventative strategies. Similar measures are also being adopted by the Office of Student Community Standards.

Other improvements include merging the Bulldog Basic Needs Alliance (BBNA) into the Office of Student Life. While BBNA's efforts have had a lasting impact on how we effectively support basic needs, we believe this merger supports our goal of operationalizing care efforts. Through the merger with BBNA, we can reach groups of students who were previously unknown to the office due to our limited involvement in the BBNA operation.

Part III: Next Year (2025-2026)

What continuing or new assessment activities are you targeting next year (2025-2026)?

While we are proud of the progress made in just one academic year, we recognize the gaps in our ability to reduce student risks and address basic needs. In 2024-2025, our goal was to centralize and streamline care efforts. Through these efforts, we were able to identify student care and basic needs, which enabled the office to make data-driven decisions to support students. We believe this year helped narrow the understanding gap around student care and basic needs, but more work remains to fully mitigate campus risks.

With this in mind, our focus on operationalizing care and meeting basic needs continues with the merger of BBNA and the hiring of our Basic Needs Care Coordinator. As we enter the 2025-2026 academic year, we aim to enhance case management protocols to clearly define when, what, and how students experience basic need insecurities on campus. Furthermore, we plan to implement preventative measures to reduce risks and basic needs insecurities encountered by students. Enhancements within the Care Team will support these efforts, especially since, based on consultation received during the NABITA Case Management Summit in Summer 2025, we learned that a more comprehensive referral review process is necessary to meet our goals.

To clarify our objectives, we provide this overview: 2024-2025 was a year of exploring and naming care on campus, but 2025-2026 will focus on defining how to mitigate risks and meet students' needs to improve the overall student experience. Ultimately, we believe that enhancing our understanding of care on campus will help us prevent risks and address students' basic needs insecurities within the campus community.

Personal Counseling Center (PCC)

Part I: Last Year (2023-2024)

What changes did you make as a result of last year's assessment (2023-2024)?

Last year, we measured the effectiveness of our counseling center using a client satisfaction survey. The survey responses revealed that clients who engage with counseling services in general feel that the service is a positive experience, and they are finding success working through the therapy process. We did not make any significant changes to the survey over the last year; however, we continued to use the client satisfaction survey as a way to ensure that the service remains of high quality and benefits our clients.

Last year, we also worked to collect feedback following our different presentations. We gathered information to ensure that our first-year experience class (FSUS) presentations were of high quality and well-received by the students. It is one of our office's main ways to introduce our students to the Personal Counseling Center as well as the counseling experience. The feedback received last year was overwhelmingly positive. We did not make any significant adjustments to the presentation itself this year. We did, however, use positive feedback as a marketing tool to participate in more FSUS sections this year.

Part II: Current Year (2024-2025)

What are your Assessment Highlights for the current year (2024-2025)?

Assessment Area (1 of 1): Support Group Success:

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

This year, we wanted to look at and assess the effectiveness of our therapy support groups. We have been hosting support groups now for two years, starting back in the fall of 2023. Now that we have two years of data and experience hosting these groups, we wanted to assess if it continues to be a good return on our invested time and energy to continue offering these large support group sessions to our students.

This data was measured using attendance tracking data as well as word-of-mouth feedback from participants. Counselors reported their group attendance weekly following their support group session in our Mediat EHR system, and that data was pulled for this assessment. We also hosted pseudo exit interviews with group members as the academic year ended to try to better understand why they attended (and continued to attend) the support group.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction/Customer Service

Ferris Forward Strategic Plan (2024-2027):

Question: Which of the 4 Strategic Pillars (Belonging, Innovation, Student Excellence, or Sustainability) and/or the Initiatives of each Strategic Pillar does your assessment positively support, impact, or influence?

- This assessment positively supports and impacts Student Belonging.

Assessment Results:

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

The results of our assessment suggest an extreme “boom or bust” dynamic in our support groups. For the last two years, two of our support groups have been consistently well attended. Our ADHD Support group and our ASD support groups averaged 4.7 and 6.2 attendees per session over the last two years, respectively. When comparing those results to our other three group offerings, we see fewer than one attendee per session for each of the other groups over the last two years. The majority of these group sessions saw no attendees. The other three support groups included two coping skills groups and a support group specifically designed to support freshmen and new students at Ferris. Marketing for the support groups was the same. All groups were highlighted via electronic flyer and were distributed around campus to various stakeholders. Personal Counseling Center therapists also made regular referrals to the various groups.

There could be several factors that impact the different success rates between the support groups. It seems most likely that groups aimed at addressing a certain population or diagnosis were most effective as they appealed to students who may already have that topic integrated into their identity. As an example, students on the Autism spectrum often come to college with a prior diagnosis and are encouraged to proactively reach out for more support. These students are also more likely to have engaged in some kind of mental health service in the past, so the barrier to entry could be lower in their minds as compared to other college students. The ADHD support group may have also found more success as the PCC offers free ADHD assessments. Following an assessment, when a student is screened as positive for having ADHD, they immediately receive a referral for the group. Theoretically, their motivation to address their ADHD symptoms may be higher and therefore lead to a higher willingness to attend a support group.

We found that once students start to attend the support group, their feedback is universally positive. The members report enjoying having community with other students and enjoying the additional support they receive in these group settings.

When we look at the reason the other support group topics were less effective, it could be reasoned that students may prefer individual therapy over a group setting. Since the other groups had a broader focus (focusing on coping skills primarily), students may prefer getting this kind of support one-on-one with a therapist through individual therapy and may not see benefit in attending additional sessions on emotional regulation.

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 results of this assessment question pose a tough question. Do we continue to offer broader, focused support groups for students, as they have already shown little interest in those topics? Based on our results,

a strong argument could be made that our therapists' time would have been better spent seeing clients individually. Exploring the potential of offering different topics may result in better attendance; however, that is challenging to predict with a high degree of certainty, as a support group specifically aimed at targeting anxiety, for example, may not have the same kind of built-in intrinsic motivation by students.

We will continue to offer our two most successful support groups moving forward. Our students have shown a clear interest in these groups, and the therapists who host these sessions have a passion for the topic. We may, however, discuss offering just those two support groups this coming year, so we can pivot ourselves to offer more of what our clients have consistently expressed an interest in - individual counseling.

Assessment Area (2 of 2): Outreach Presentation Effectiveness:

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

Since we received such positive feedback from our students following our FSUS presentation, “10 FAQs About Counseling,” we wanted to see if we could use the feedback gathered in 2023/2024 as a marketing tool to be invited into even more FSUS sections.

In 2023/2024, we hosted a total of 88 presentations across campus, with 45 of those being in FSUS classes. In August before classes start, the FSUS program hosts a dinner where all the instructors are invited to learn about different options for the course. The Personal Counseling Center was invited to the event, and we took our feedback from the year before to show faculty that hosting a “10 FAQs About Counseling” session in their FSUS class makes a positive impact on students. It introduces students to counseling resources on campus, as well as touching on several important mental health topics such as self-care, addressing loneliness, and making friends.

We wanted to see if the addition of feedback data would increase the number of FSUS classes we were invited to speak in front of. We measured this by comparing our 2023-2024 data to the number of FSUS classes we presented in front of in 2024-2025.

We also continued to gather student feedback using the same five questions from the feedback survey from the year before 1. I think the content in this presentation was relevant and helpful (5-point Likert Scale). 2. I felt the presenter was knowledgeable and engaging (5-point Likert Scale) 3. Is there anything you can think of that would have improved this presentation (narrative response)? 4. Overall, how would you rate this presentation (out of a 5-point scale). 5. Any other feedback? The survey is hosted on Microsoft Forms and collected via QR code at the end of the presentation.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction/Customer Service

Ferris Forward Strategic Plan (2024-2027):

Question: Which of the 4 Strategic Pillars (Belonging, Innovation, Student Excellence, or Sustainability) and/or the Initiatives of each Strategic Pillar does your assessment positively support, impact, or influence?

- This assessment area most positively impacts student belonging.

Assessment Results:

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

We were pleased to confirm that presenting feedback from our students led to an invitation to more FSUS sections this last year. In AY 2023/2024, we did a total of 88 presentations, 45 of which were for FSUS classes. This past AY 2024/2025, we did a total of 116 presentations, and 58 of them were for FSUS classes.

While it is difficult to say definitively that adding additional feedback data to our marketing strategy was the only thing impacting our increased frequency of programming last year, it seems clear that it did have an impact. The student feedback impacts the Personal Counseling Center's reputation on campus positively, and shows that, in addition to our counseling services being effective and positively regarded, our prevention outreach efforts are equally effective and have similarly high demand.

We were also pleased to see that feedback from students following our FSUS presentations continues to be very positive. We received 410 student responses. To the question, "I think the content in this presentation was relevant and helpful," we average a 4.8 out of 5 stars. For the question "I felt the presenter was knowledgeable and engaging," we received an average response of 4.91 out of 5. For the question "Is there anything you can think of that would have improved this presentation?" the most common answer was either blank or "no/nope." For the question "Overall, how would you rate this presentation?" the average answer was 4.89 out of five.

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?

Moving forward, we will continue to gather student feedback from our presentations and consider how to incorporate that feedback data when talking with professional groups on campus. We may also spend time exploring how we can augment some of our survey questions to measure more specific information, such as "what topic within the presentation do you think is the most beneficial?" It would be helpful to continue to better understand what students view as helpful when discussing mental health.

Part III: Next Year (2025-2026)

What continuing or new assessment activities are you targeting next year (2025-2026)?

Next year will be the first year in which the Personal Counseling Center is also offering counseling services to students at Kendall College of Art and Design. We do not yet have good access to data around student utilization and trends. Next year's assessment report will likely focus on our first year serving KCAD

students. What did we learn? What trends can we identify so we can start implementing trend-specific programming at the KCAD campus in Grand Rapids?

Registrar's Office

Part I: Last Year (2023-2024)

What changes did you make as a result of last year's assessment (2023-2024)?

As a result of last year's assessment, we formalized a University Holds Policy. This policy establishes standards for the creation, maintenance, and elimination of university holds. It also includes the creation of a University Holds Committee consisting of an Academic Senate Faculty member, the Dean of Student Life, the Director of Academic Advising, the Director of Financial Aid, the Director of Student Financial Services, the Director of Graduate Studies, a member of the Student Government Association, a representative from the Provost's Office, and the Registrar. This policy also establishes annual hold audit practices and ensures students have the right to appeal any holds on their accounts.

After reviewing the industry's best practices and MASU advising hold practices, the Ferris Equity Initiatives Hold Reform Committee sent a proposal to the Provost's Office requesting a review of Advising Hold recommendations. The proposed structure would shift from applying advising holds to all undergraduate students to only applying advising holds to freshman admits, transfer admits, undergraduate readmits, students in a freshman and sophomore class standing, and any students not in good academic standing. Although all students can still meet with their advisors and will receive appropriate communications, they will not face a registration barrier caused by the advising hold if they have good academic status and are at a junior or senior class level.

Additionally, course withdrawal workflow improvements have been developed, which increase the efficacy of multiple course withdrawals and add communications to the Veterans' Office, the International Office, the Housing Office, Athletics, the College Dean's Office, Advisors, Instructors, Students, and the Registrar's Office. This new workflow is slated for launch into production at the start of the Fall 2025 term.

Part II: Current Year (2024-2025)

What are your Assessment Highlights for the current year (2024-2025)?

Assessment Area (1 of 1): Total Withdrawals and Course Withdrawals:

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

In last year's report, a student-centered solution was proposed and enacted in the 2023-2024 academic year. This created an electronic Course Withdrawal form and workflow that students could easily use to withdraw from one or more, but not all of their active courses, in a semester. This student-facing form is similar to the process already available for total withdrawals.

This year, we continued to assess the total withdrawal and course withdrawal rates while developing the aforementioned improvements to the course withdrawal form, which will go into effect during the 2025-2026 academic year.

The data is extracted utilizing the 'SG0037SB – Student Withdrawals' report and the 'SG0003S – Grade Report' from WebFocus. Each academic year is defined as fall and spring terms only in this dataset.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Other, Enrollment Trends

Ferris Forward Strategic Plan (2019-2024):

Question: Which of the 4 Strategic Pillars (Belonging, Innovation, Student Excellence, or Sustainability) and/or the Initiatives of each Strategic Pillar does your assessment positively support, impact, or influence?

Strategic Pillar: Student Excellence

- Initiative 1: Foster Holistic Student Development to Address Student Success Barriers
 - Key Target: Improve the Retention Rate of Students in 4-year programs from 73 percent to 80%
 - Key Target: Improve the Overall Six-Year Graduation rate for full-time bachelor's degree-seeking students from 55 percent to 65 percent
 - Key Target: Increase the Credit Completion Rate Among First-Year Underrepresented Minority (URM) bachelor's degree-seeking students by 2 percent.

Strategic Pillar: Innovation

- Initiative 1: Foster a Culture of Innovation That Encourages and Empowers University Stakeholders to Develop and Experiment with New Ideas.

Assessment Results:

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

To recap, Total Withdrawals at Ferris State University are differentiated into 12 types, outlined simplistically below:

- Administrative Withdrawal (AW) – Student's course schedule is dropped on the last day to withdraw due to an unpaid balance.
- Judicial Withdrawal Failing (JF) – Student conduct determination, dismissed or suspended from the institution after the last day to withdraw, and will receive "AWF" grades.
- Judicial Withdrawal (JW) – Student conduct determination, dismissed or suspended from the institution before the last day to withdraw, and will receive "AW" grades.
- Medical Withdrawal (MW) – Student withdraws from the institution for physical or mental health medical reasons, receives "W" grades.
- Military Withdrawal (WM) – Student withdraws from courses due to military obligations.
- Schedule Cancellation (SC) – Student drops all courses on the schedule due to non-attendance.
- Withdrawal (Student Action) (WD) – Student initiates a total withdrawal after count day and before last day to withdraw, receives "W" grades.
- Withdrawal Failing (Student Action) (WF) – Student initiates a total withdrawal after last day to withdraw, receives "WF" grades.

- Withdrawal (University Action) (WA) – Registrar’s Office is notified of student death.
- Withdrawal prior to the count day during part of the term (WS) – Student initiates total withdrawal after courses start but prior to the 4th day count.
- Unofficial Withdrawal < 60% (UW) – Student stopped participating in their courses prior to the last day to withdraw but did not initiate a total withdrawal. These are processed at the end of the term.
- Unofficial Withdrawal ≥ 60% (WU) – Student stopped participating in their courses on or after the last day to withdraw but did not initiate a total withdrawal. These are processed at the end of the term.

This year, we enhanced the reporting in this assessment to display additional metrics.

In comparing the trends between the annual rate of change for total enrollment and total withdrawals, there was an alarming increase in total withdrawals from academic year (AY) 2019-2020 through AY 2022-2023, peaking at a 21% increase from AY 2021-2022 to AY 2022-2023. During this same time, university enrollment was recovering from several years of decreasing enrollment trends. As discussed last year, the introduction of the course withdrawal electronic form led to a significant reduction in the number of total withdrawals submitted by our students, reducing the overall number of total withdrawals from AY 2022-2023 to AY 2023-2024 by 39%. Notably, the second year of implementation saw an additional reduction in total withdrawals from AY 2023-2024 to AY 2024-2025 by an additional 16%, while Ferris State University experienced an increase in annual enrollment in the same academic year. In running a Pearson correlation test for the data below from AY 2020-2021 through AY 2024-2025, there is a moderate negative correlation between the annual rate of change for total enrollment and annual rate of change for total withdrawals (correlation coefficient -0.448); however, it is not statistically significant (P-Value = 0.450 and coefficient of determination = 0.2). See Figure 1 below.

Figure 1: Annual Rate of Change: Total Enrollment & Total Withdrawals

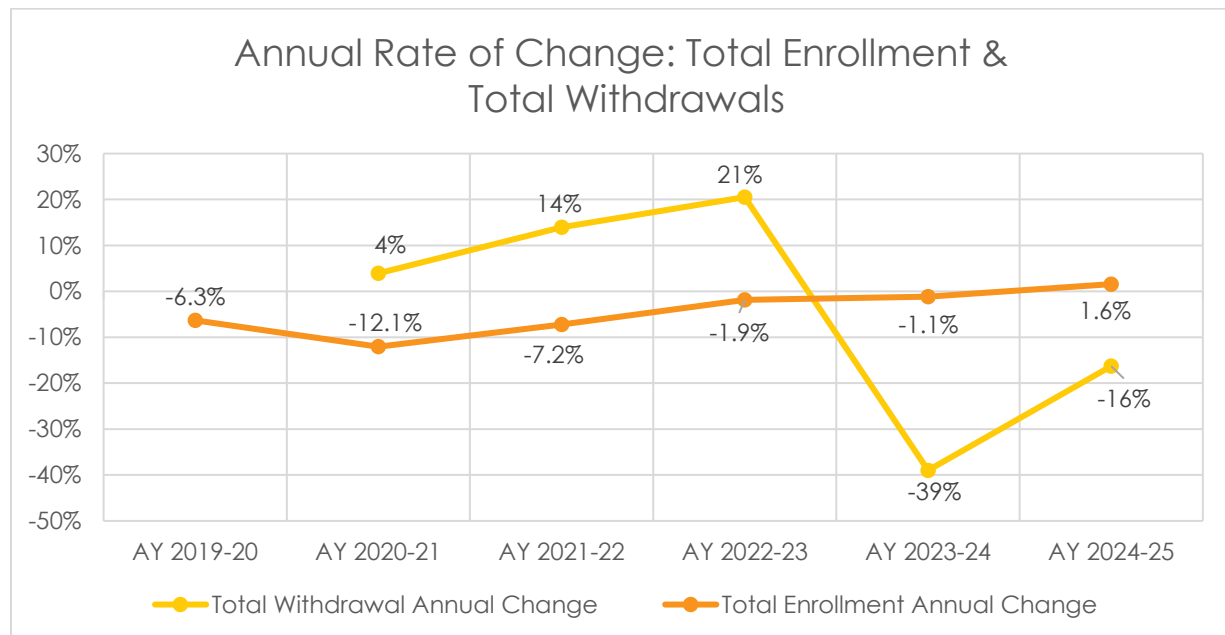
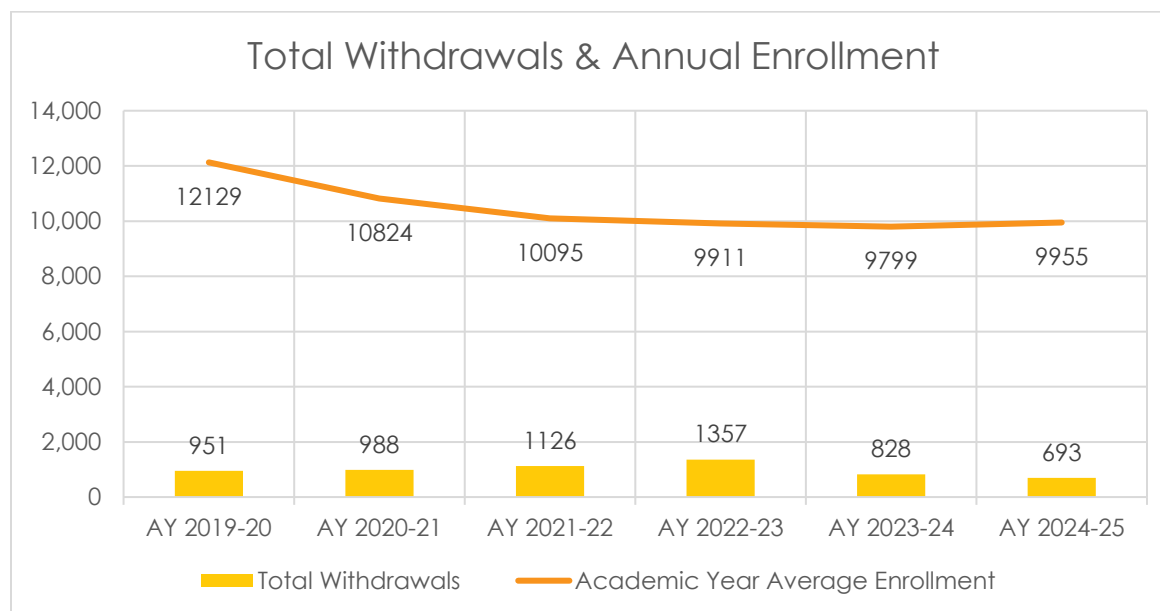


Figure 2 below displays the number of total withdrawals in each academic year alongside the total compared to the academic year's average enrollment, calculated as the mean of fall enrollment + spring enrollment. While there is a weak negative correlation in the data below (Pearson correlation coefficient -0.057), the relationship is statistically insignificant (coefficient of determination = .0033 and P-Value = 0.914).

Figure 2: Total Withdrawals & Annual Enrollment



In Table 1 below, each total withdrawal type is disaggregated by academic year. From AY 2023-2024 to AY 2024-2025, the following total withdrawals changed as follows:

- Increased: JF- Judicial withdrawal, JW- Judicial withdrawal, UW- Unofficial Withdrawals <60%.
- Little to No Change: AW- Administrative withdrawals, MW- Medical withdrawals, WA- Withdrawal (University Action), WM- Military withdrawal, WU- Unofficial Withdrawal ≥ 60%.
- Decreased: SC- Schedule Cancellations, WD- Withdrawal (Student Action), WF- Withdrawal Failing (Student Action), WS- Withdrawal prior to count day, part of term.

During the Student Affairs Administrative Council meetings throughout the year, it was shared that there was an influx of student conduct cases. It is suspected that this is likely to contribute to the increase in both types of judicial withdrawals.

Table 1: Total Withdrawals by Type

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
AW- Administrative Withdrawal	9	16	15	27	11	9
JF- Judicial Withdrawal Failing	3	0	1	1	1	5
JW- Judicial Withdrawal	2	0	1	3	5	12

MW- Medical Withdrawal	41	17	37	45	26	27
SC- Schedule Cancellation	228	188	261	318	258	129
UW- Unofficial Withdrawal < 60%	113	149	196	248	136	153
WA- Withdrawal (University Action)	0	0	4	2	3	3
WD- Withdrawal (Student Action)	317	349	290	351	176	165
WF- Withdrawal Failing (Std Action)	23	7	47	54	39	29
WM- Military Withdrawal	0	2	4	2	0	0
WS- W prior to count day P of Term	120	116	95	124	78	67
WU- Unofficial Withdrawal ≥ 60%	95	144	175	182	95	94
Total	951	988	1126	1357	828	693
Total Withdrawal Annual Change	-	4%	14%	21%	-39%	-16%

Table 2 displays the number of “W” (Withdraw) or “NCW” (No Credit Withdraw) grades resulting from a student-initiated course withdrawal, excluding total withdrawals, as well as the number of failing or no-credit grades. Interestingly, while total withdrawals have decreased, course withdrawals from AY 2023-2024 to AY 2024-2025 sharply increased by 13.4%, despite the number of overall grade entries rising only 0.9%. This contrasts with the 2.7% increase in course withdrawals from AY 2022-2023 to AY 2023-2024.

Table 2: Withdrawal and Failing Grades

Withdrawal Type	AY 2022-23	AY 2023-24	AY 2024-25	% Change
‘W’ / ‘NCW’ Grades, excluding Total Withdrawals	1,466	1,505	1737	13.4%
‘F’ / ‘NC’ Grades	2,962	2,687	2675	-0.4%
All Grade Entries	74,640	73,969	74,641	0.9%

Explore Possible Actions Based on Assessment:

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

While a decrease in total withdrawals means more students are retained and do not have to reapply to continue their education at Ferris, an increase in overall individual course withdrawals can lead to an increase in time to degree completion and signal a student’s challenges academically or personally. The

Registrar's Office reviews each 'reason' reported by students when submitting a total withdrawal and connects them to University resources based on their responses.

Going into the 2025-2026 academic year, we will roll out an enhanced version of the electronic Course Withdrawal workflow. In addition to enhancements that improve system stability for accurate processing and reduce the amount of manual labor involved in validating system processing, the new system will incorporate new and enhanced communications to the Veterans' Office, the International Office, the Housing Office, Athletics, College Deans' Offices, Advisors, Instructors, Students, and the Registrar's Office. With additional touchpoints and communications based on a student's account, we hope to see further ones to connect with students and get them back on track. Additional communications connecting students to University resources will continue based on personal responses shared by students.

Another change going into the 2025-2026 academic year that may further reduce total withdrawals involves a modified Medical Withdrawal Policy that can allow students to receive a medical withdrawal for part of their schedule. For example, if a student has a medical circumstance that makes it difficult to complete in-person courses but can still attend their online courses, a medical withdrawal could be used to maintain the online schedule while withdrawing only from the in-person courses following the semester withdrawal deadline.

While enhancements have been made to the course withdrawal process and enrollment services have had success utilizing ReUp to re-enroll students who have opted out of the University, a comprehensive approach could be considered to connect with students as they submit total withdrawals. This could include enhanced and timely communications from admissions or staff identified as retention specialists to see if there is anything we can do to retain the student at the time they indicate they are interested in a total withdrawal. This could be particularly helpful for students in the "WS" - Withdrawal prior to count day, part of the term category that occurs within the first four days of a term, as well as many of the "WD" - Withdrawal (Student Action) students submitting the total withdrawal form before the last day to withdraw for the term. Students in the "SC" - Student Cancellation category sometimes include students who request a total withdrawal on the first day of class but often represent students who are dropped due to no initial participation early in the term, when reconciling grades at the end of the term, or on appeal for non-attendance purposes.

Part III: Next Year (2025-2026)

What continuing or new assessment activities are you targeting next year (2025-2026)?

Next year, we should continue to monitor trends related to total and course withdrawals, as they support our University's retention and graduation goals.

There are a series of other initiatives that may be considered for assessment related to:

- MyDegree- this team merged with the Registrar's Office in November 2024, and we are continuing to make system enhancements to this platform
- KCAD Integration- As a part of the Reimagining West Michigan Initiative, the Registrar's Office has streamlined numerous KCAD processes to function similarly to our other academic colleges at the University
- Advising holds following the acceptance and implementation of proposed changes

Title IX

Part I: Last Year (2023-2024)

What changes did you make as a result of last year's assessment (2023-2024)?

Last year, we added a post-test to our online sexual misconduct prevention education module in Canvas for student athletes. This year, we utilized that post-test with all students completing the online prevention education module to better understand our community's knowledge.

Part II: Current Year (2024-2025)

What are your Assessment Highlights for the current year (2024-2025)?

Assessment Area (1 of 1): Sexual Misconduct Prevention:

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

All individuals enrolled in one or more credits at Ferris are expected to complete an online sexual misconduct prevention assignment annually as part of the University's efforts to comply with the Michigan Boilerplate and the Campus SaVE Act. This year, we added an eight-question post-test for all students to complete. The post-test was hosted in the same Canvas course shell as the SPARC assignment and featured six multiple-choice questions, a true or false question, and one ungraded question asking them what questions they had or what they would like to learn more about. Students who submitted a response to the open-ended question all received an email from the Title IX Office responding to their question and/or directing them to appropriate resources for their response.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Student Learning Outcomes

Ferris Forward Strategic Plan (2024-2027):

Question: Which of the 4 Strategic Pillars (Belonging, Innovation, Student Excellence, or Sustainability) and/or the Initiatives of each Strategic Pillar does your assessment positively support, impact, or influence?

- Belonging, Initiative 2

Assessment Results:

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

Overview

Over the course of the 2024-2025 Academic Year, 2850 individuals completed the post-test in the SPARC Canvas shell. All individuals enrolled in one or more credits during the Fall 2024 semester were sent an

invitation to the Canvas shell. Individuals enrolled in one or more credits in the Spring 2025 semester, who did not complete the prevention education during the Fall 2024 semester, were invited to the Spring section. At the end of the semester, the Canvas shell is concluded to aid in having accurate completion data for grant reporting.

Score	Fall 2024 (2655)	Spring 2025 (195)	Total (2850)
14.29%	2 (0.08%)	0 (0.00%)	2 (0.07%)
28.57%	4 (0.15%)	0 (0.00%)	4 (0.14%)
42.86%	13 (0.49%)	2 (1.03%)	15 (0.53%)
57.14%	160 (6.03%)	11 (5.64%)	171 (6.00%)
71.43%	598 (22.52%)	40 (20.51%)	638 (22.39%)
85.71%	1032 (38.87%)	78 (40.00%)	1110 (38.95%)
100%	846 (31.83%)	64 (32.82%)	910 (31.93%)

Question Results - Spring 2025

We intended to use data from the full academic year to look at individual question response data, but learned that once a Canvas class has been concluded, the response data for quiz questions is no longer accessible, and therefore, we only have the question-specific response data for post-tests completed during the Spring 2025 section.

1. What does consent involve?

Ongoing, enthusiastic agreement	164 (84.10%)
Verbal agreement only	28 (14.36%)
Non-verbal cues only	0 (0.00%)
A one-time agreement at the beginning	3 (1.54%)

2. What is a sign of healthy boundaries in a relationship?

Clear communication and respect for personal space	195 (100.00%)
Constant monitoring of each other's activities	0 (0.00%)
Taking classes and doing everything together	0 (0.00%)
Regularly sharing personal passwords	0 (0.00%)

3. What is a proactive step in bystander intervention?

Intervening and distracting if you witness concerning behavior	192 (98.46%)
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Ignoring a potentially uncomfortable situation	2 (1.03%)
Assuming someone else will handle the situation	0 (0.00%)
Avoiding involvement in others' affairs	1 (0.51%)

4. What is a crucial aspect of supporting survivors of sexual assault?

Listening without judgment and providing emotional support	193 (98.97%)
Encouraging them to keep the incident private	1 (0.51%)
Asking questions about the incident	0 (0.00%)
Avoiding discussions about the incident	1 (0.51%)

5. You should tell someone what to do if they experience sexual misconduct.

False	132 (67.69%)
True	63 (32.31%)

6. In which context is consent required?

In all types of relationships and situations	195 (100.00%)
Only in casual hook-ups	0 (0.00%)
Only in long-term relationships	0 (0.00%)
Never required with significant others	0 (0.00%)

7. What is an employee's responsibility regarding reporting sexual misconduct?

There are certain confidential resources, but all other employees must report to the Title IX Coordinator	95 (48.72%)
All Ferris employees must report sexual misconduct to the Title IX Coordinator	98 (50.26%)
Reporting is only necessary if the survivor insists	1 (0.51%)
Reporting is the responsibility of the survivor, not others	1 (0.51%)

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 year's data will be used to inform passive topics of education. While students were largely knowledgeable about when consent is required, there is room for improvement in their general understanding of what is involved in consent. Additionally, the community would benefit from more information on how to support survivors of sexual misconduct and the confidential resources available to them on campus.

Part III: Next Year (2025-2026)

What continuing or new assessment activities are you targeting next year (2025-2026)?

The University is still engaged in a search for a permanent Title IX Coordinator. The new Title IX Coordinator should be allowed to identify assessment targets for the office next year. A suggested topic is to continue to utilize the post-test as a method of gauging community knowledge, with the limitations of Canvas in mind, so all post-test answers can be analyzed.

University Recreation (UREC)

Part I: Last Year (2023-2024)

What changes did you make as a result of last year's assessment (2023-2024)?

Based on our assessment of last year, we changed the ways we communicated with our intramural participants. We created a Teams chat for each sport, allowing captains to join the chat if they chose. Our office staff would then use those chats to send out important information, game time changes, any updates regarding the league, and any other general information about IM sports. The captains who joined the chat really seemed to like this communication method once they turned off the emails that resulted from the chat. We were also more present in Ferris 360, creating a UREC page. We made a lot of announcements through this group and placed our registrations and events on the campus calendar. We've done this in the past, but through this, we were more consistent with all events and activities.

Part II: Current Year (2024-2025)

What are your Assessment Highlights for the current year (2024-2025)?

Assessment Area (1 of 2): Club Sports:

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

This year, we wanted to transition from our intramural sports assessment to our club sports program. We wanted to focus on three main areas with this assessment. First, how was the Club Sport office staff doing from an administrative point of view? Second, what transferable skills can students take away from participating in a club sport? Lastly, what would they tell current, future, or prospective Bulldogs about club sports?

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer/student satisfaction
- Student learning outcomes

Ferris Forward Strategic Plan (2024-2027):

Question: Which of the 4 Strategic Pillars (Belonging, Innovation, Student Excellence, or Sustainability) and/or the Initiatives of each Strategic Pillar does your assessment positively support, impact, or influence?

- Belonging
 - Club sports offer students a 'team' like atmosphere where they feel they are a part of something. These clubs connect students not only to the University as a whole, but to the smaller groups of students with whom they compete. They feel a sense of pride in Ferris that students who do not compete in club sports do not feel. Also, club sports are a welcoming environment. Many clubs do not hold tryouts and welcome all students. We also welcome all ideas relating to the new club sport teams at Ferris. If students have a club

in mind, UREC and CSI work with those students to create that club, thus creating more opportunities for belonging on campus.

- Student Excellence
 - Student excellence is a commitment to personal and academic growth. Club Sports is a perfect example of that personal growth. Often, students come together on club sport teams, learning about new backgrounds for the first time. They learn how to interact with their peers, learn about their peers, and discover new traditions from these students with different backgrounds. These students also learn a lot about time management, specifically with classes, practices, and traveling for games. Along with many others, club sports allow students to learn and grow while attending Ferris.

Assessment Results:

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

Part 1: We first wanted to learn from our students how our office student staff was doing from an administrative standpoint. We sent out a survey to all participants, but required it to be answered by at least two members on the eboard. Questions varied from communication, organization, ability to meet with teams, and facility usage/availability/quality. You could rank your answers 1-5, with 5 being the highest score.

- Communication from our office staff to our club sport teams: 4.2/5
- Organization of paperwork, documentation, schedules: 4.3/5
- Ability to meet with team representatives: 3.7/5
- Availability of facilities: 3.1/5
- Quality of facilities: 3.8/5

Part 2: The second part of this assessment was to evaluate the types of skills or strengths students were utilizing from club sports that they could later utilize in their career path. We created a long list of transferable skills for students to select from, as well as an option to include anything additional that we did not provide. The top five selected were as follows:

- Time management, leadership, adaptability, and communication
 - Time management and communication were selected by 87% of the respondents
- Some of the more popular learned skills listed by students were:
 - interpersonal skills
 - dependability
 - ability to work with new people
 - open learning
 - accepting differences

Part 3: The final part of this assessment was to get an idea of what club sports meant to those involved in them. We thought it would be great to see what they would say about club sports to students who are hesitant to join, and to those who will be coming to Ferris or are thinking about attending Ferris. We left this as an open-ended question, so we didn't get as many answers. However, the ones we did receive were

extremely useful and really captured the spirit of what club sports are about. The following are some of the comments made by our Club Sports participants:

- “Playing club volleyball has been everything to me and my college experience. I have made lifelong friends through club volleyball, and not just here at Ferris, but through tournaments and games, I have made some really good friends across the state. If you played a sport in high school and have any desire to continue to play the sport, don’t hesitate to play club at Ferris. I’m so glad I did.”
- “Being on a club team taught me a lot about myself as a person. I learned a lot about my teammates, many coming from backgrounds and areas I was unfamiliar with. It taught me to accept people for who they are, and to get to know someone based on my own experiences, not based on what others say. I met the best people through club sports, and I’m grateful for being part of this.”
- “I was a little lost my freshman year at Ferris. I didn’t really know what I wanted to do or major in, and I wasn’t really sure if I was going to come back after my first year. My parents made me come back, and my Mom suggested I get involved with something during the fall semester. I decided I would try rugby even though I’ve never played it before. From the moment I showed up for tryouts, the team was nothing but welcoming and encouraging towards me. I soon found a new passion of mine and became really good friends with many on the team. It was one of the best decisions I’ve made here at Ferris. That was two years ago. I’m getting ready to graduate and know that many of those guys on my team will be friends long after we all graduate. Every student should join a club or RSO during their time at Ferris. It really made my years that much more enjoyable.”

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 do not plan to change much. We are always trying to streamline our communication with our club sport participants and with the eboards. We will continue to find new and innovative solutions to do this and listen to what our students need and want from us.

These quotes perfectly represent what club sports and RSOs in general are all about. It’s the sense of belonging to something more than a big University. It is developing friendships that help students get through the ups and downs they may experience while at college. It shows students and others the importance of a well-rounded education, both in the academic setting and outside the classroom. These are the stories we should share to highlight the importance of higher education.

Assessment Area (2 of 2): Facility Usage:

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

This past year, we assessed the Student Recreation Center’s daily usage along with the physical space and equipment that our patrons and students utilize. We reviewed our participant numbers through Atrim, our check-in system. We surveyed students and members with questions regarding the space/areas in the facility, as well as their thoughts on the equipment that we provide for them. We collected this data through GetFeedback.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer/Student Satisfaction
- Participation/Capacity Management

Ferris Forward Strategic Plan (2024-2027):

Question: Which of the 4 Strategic Pillars (Belonging, Innovation, Student Excellence, or Sustainability) and/or the Initiatives of each Strategic Pillar does your assessment positively support, impact, or influence?

- Innovation
 - We continue to improve our equipment and spaces within the SRC to keep our students and members coming back to utilize the facility. Consistently, we will replace old equipment with newer models and introduce pieces of equipment that our students want. We always take suggestions from students and members, and when those suggestions become the norm, we acquire those desired pieces. We also adjust spaces as needed, depending on the latest trends in fitness and wellness. We rearranged our weight room and fitness center to provide a more welcoming environment for all students. With the addition of our coaching program, we continue to bring in students who have never used the facility before.
- Belonging
 - Students who use the SRC have a sense of belonging to the facility along with the department. We try to provide a safe and secure environment that supports all students and their wellness goals, regardless of their experience or knowledge. By creating various spaces for students to utilize, with different pieces of equipment, we allow students to grow and become more confident in themselves. Wellness, both physical and mental, is important for our students' success, both in and outside of the academic setting.

Assessment Results:

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

Part 1: The first part of our assessment efforts assessed the facility's utilization.

- We had roughly 112,557 swipes into the facility throughout the year. This number includes both students and members.
- In reviewing September through April, we averaged just over 700 swipes per day. This includes the weekend, a time when our numbers are drastically lower.
- The busiest two months of the year are September and February. We saw over 16,000 swipes in each of those two months.
- The two busiest days were Monday and Tuesday.
- The busiest time for the facility was between 5 pm and 8 pm.

Part 2: The second part of this assessment was gathering data from surveying our students and patrons, asking for their thoughts about the equipment and spaces available to them. Rankings include 1-5, with 5 being the highest score.

- The SRC space overall was rated as 4.2 out of 5
- The equipment overall had a rating of 3.7 out of 5

- The top three ranked spaces (in order) by our students and community members were the fitness area, the basketball courts, and the weight room
- When asked what students wanted to see more of, the top answers are below:
 - More cardio equipment in spaces other than the fitness area
 - More studio rooms
 - Bigger dumb bells
 - Mirrors in the upstairs fitness area
 - Longer pool hours
 - Fitness classes

Part 3: The final part of this assessment data was gathered by asking our patrons an open-ended question about what they like about the SRC/why they choose to utilize the SRC. Some of those answers are below.

- “The rec gives me a space to come to and relax and destress from the day. I find myself stressing a lot about my classes, and working out allows me to not think about classes for a while. I’ve also met some close friends at the rec, so I like to hang out with them there.”
- “Being active and physically fit is important to me. The hours are great, so there’s always time to get in a workout before or after class. Helps me mentally as well.”
- “Being able to play basketball and work out every day helps me stay busy and keeps me out of trouble. All my friends go up there to play for a couple of hours each night. It’s great for me physically too.”

Explore Possible Actions Based on Assessment:

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

I think this assessment shows us that students are always wanting more of the new, best item. Obviously, space is limited in the facility, so we must continue to update equipment when we can, and with the latest trends. This also shows us that we are doing a good job with the space, and students are utilizing it every day. We must stay open as much as possible to accommodate students’ schedules. Mental and physical health play an important role in the success of our students, and I think this shows they believe that as well.

Part III: Next Year (2025-2026)

What continuing or new assessment activities are you targeting next year (2025-2026)?

We would like to assess our student staff and determine whether we are doing a good job at preparing them for life after college with the roles they have here in UREC. We believe they are learning a lot of transferable skills while working here, but wonder if they realize that at the moment. Also, this could help us with staff training in the future. We use staff to help us plan training, but this would give us more feedback.

We would also like to assess the outdoor spaces on campus and understand how students are utilizing these spaces, see if there is a way we could update some areas, and possibly work with housing to update some of these areas. This would allow our students, including those who participate in club and intramural teams, to have more outside spaces to use.