

## **Student Affairs Assessment Highlights Review**

### **Meeting Minutes**

**8/12/2021**

Present: Kristen Salomonson, Kaitlin Zies, Angela Garrey, Jeanine Ward-Roof, Kathy Walch, Angela Roman, Lindsay Barber, Becky Grooters, Megan Biller, Ben Avery, Charlotte Tetsworth, Angela Palmer, Kathy Lake, Nicole DeKraker, Eric Haner, Mitzi Day, Joy Pulsifer, Jenice Winowiecki, Darnell Lewis, Kathleen Kalata, Justin Harden, Mark Schuelke, Sarah Doherty

#### **Admissions- Charlotte:**

Charlotte assessed program changes. About 44% of students who apply to the university change their program. This is a manual process done by the Admissions office, and is time consuming. There are many program changes that are processed during Orientation, and again, are time consuming. Approximately 300 program changes are made at Orientation and this is all done prior to the students speaking with an advisor. We have recently changed the admissions letter that a student receives to only communicate the college they are in and not their specific program. This will hopefully minimize the program changes.

#### **Title IX – Kaitlin:**

Kaitlin assessed data from the Campus Climate Survey. She looked at how aware our students are in the policies that we have in regards to sexual assault. We have made significant progress in bystander intervention recognition, and the knowledge from students about our policies and procedures. We hope that the next round of data shows more progress. There was a challenge with some of the statewide locations due to them having different policies. At the time that the survey was administered, the policies were greatly different, but now are pretty aligned in terms of who is administering, etc.

#### **Orientation – Eric Haner:**

Eric's assessment focus this year was on online orientation. We had our first round of all online orientation last year and was able to learn through the process and make changes for 2021. 1836 active FITAC and transfer students completed orientation for fall 2021. The numbers will continue to go up until 4<sup>th</sup> day count. The Net Promoter scale for the online orientation was at 61% promoter, and 16% more people this year (as compared to last year) felt that their experience was positive and that they would promote Ferris. Many positive comments from students were shared in Eric's assessment. One thing that they felt we could improve on was increasing the depth of maneuvering through MyFSU. Many students felt that \$80 fee was steep and did not understand what the orientation fee covered. We let the students know that the fee also helped fund events/activities such as Bulldog Beginnings. Next year, we hope to expand our phone campaigns to a year round model. We are expanding an orientation platform to dual enrollment students, and have talked to PIRAM to potentially expand to international students. There is also potential for KCAD as well. The online orientation allows those who cannot travel here in the summer and/or cannot afford to come to campus to still engage with the university. It is a way for these students to be able to orient themselves to campus and get what they need done prior to coming to campus.

### **First Generation Students – Angela Garrey:**

Last year, we assessed the parent information that the first generation students receive, and we saw an increase in the presence of social media by parents. This year, we focused on first generation students and wanted to ensure that they get onboarded and acquainted with campus life. We initiated peer-matching where we take a first generation student and match them up with a non first generation student. We discussed the challenges in attracting first generation students. These included the perception of the value of going to college and earning a degree, or lack of internet/support systems that they may have. We have to be ready to guide them throughout their time here, and help them understand the value of a degree. Next year, we will look at Student Affairs Retention Committee work and highlight some of the efforts we do within this committee.

### **PCC & BHC – Lindsay:**

Birkam Health Center: This year, we focused on mental health. We implemented a personal health questionnaire (PHQ9), to assess a patient's mental health status at the time of their appointment, specifically around depression. We adopted this about two years ago and attached this questionnaire to the check-in process when you visit BHC. This is a great way to assess someone's mental status. We assessed the utilization of this and wanted to get an idea of whether we capturing what we need or how often we need to assess. We had a completion rate of 61%. Out of 1500 patient visits, it was completed over 950 times. Next year, we want to ensure that we are being what we promise to be: a low-cost, high-quality health care for our students. We want to be the best financial choice for our students.

Personal Counseling Center: The offering of virtual counseling resulted in an increase in demand and an increase in utilization. Lindsay did a simple utilization report and it showed that in 2019-2020, utilization was down, but for the past year (2020-2021: all COVID), our utilization was up. We were up 9% in utilization from the past year. Data shows that our students want and like virtual counseling. The no-shows was essentially zero with this type of counseling option. PCC will continue to offer virtual counseling as well as offer in-person counseling, expand our offerings, and will continue to offer services to our other campus locations. Next year, Lindsay is advocating for the PCC to assess a real robust mental health programming objective.

### **CLACS – Angela Roman:**

CLAC's first assessment was from Alyssa White, a senior intern, and was on the Peer Success and Involvement Coaching program. She sent out a satisfaction survey to assess the program. A large amount of students felt the program was successful and that their coach was supportive. Alyssa also looked at how many contacts the students had and the depth of the contacts, and then compared them to the GPA. The more contacts they had, the higher the GPA. The deeper the connection, the higher the GPA. We now have a goal to getting a response rate of 70%. All FTIAC students are automatically enrolled in the peer coaching program, and they guide what type of relationship they want with their peer coach. The coaches are a hub of a wheel in terms of resource and support. There are 15 peer coaches. This year, we were able to match them to their college, their high school, athlete status, veterans, etc.

The second assessment was regarding Registered Student Organizations. We did some outreach to our student presidents of our RSOs during COVID. We will continue to do outreach due to the positive impact that this had this year. Presidents really like that the office reached out to them and they communicated that it made them feel valued.

The third assessment area is career center satisfaction needs. Mickey assessed 183 students who attended the career fair. Students feel very confident that they will seek employment after graduation.

Mickey has reached out to our identity centers and will spend some half days in these areas where she will have open office hours in each.

Next year, we will assess Life Design/Career Design. We will initiate the goal to get students a taste of the careers in which they are interested in. One example would be to have students volunteering in a classroom if they want to be a teacher. The Career Center Implementation team is asking for the office to assess a pre and post campus wide survey to learn what students know about the office.

#### **Commencement- Kristen:**

It was challenging to try to put on an event that could mark this awesome occasion during COVID. We did a survey to ask what the students would like. Participants answered that they wanted a virtual event. We put one on and worked with many constituents across campus. We had over 800 people participate in the spring ceremony. We plan to do a make-up ceremony for any of those who missed out walking across the stage. We will assess to see what times people want for this type of ceremony. We are hoping and fully anticipating to go back to an in-person commencement ceremony and are excited to work toward this for the December ceremony.

#### **Financial Aid – Kathy:**

Financial Aid assessed the virtual advising appointments during COVID. We surveyed 479 people who participated in the appointments and asked a series of questions on how their experience went. Over 70% said it was easy, helpful, and they would do it again. The appointments were scheduled for 30 minute increments. We also interviewed the financial advisors to see how they felt it went and they liked that they were able to make the connections they did. 90% of participants felt that the time allotted was just right. Both advisors and students liked the hybrid offering and it is our intention to offer both zoom appointments and in-person. We also did virtual FAFSA workshops in the high schools. Next year, we may assess SAP as well as making FAFSA processes more efficient for students and families. Kristen suggested assessing the perception of student debt as well.

#### **IR&T – Mitzi:**

Last year IR&T assessed Tableau, and currently all things that we have done on data visualization represented in Tableau is moving forward. Last year IR&T also assessed scanner utilization and the scanner is now gone in the Testing Office. This year's assessment was about a reporting piece of software that we use, ARGOS. We are looking at a new tool for reporting products/platforms. Next year, we will continue to assess ARGOS and how placement works with the effects of the Test Optional movement.

The testing lab is back up on the third floor of TIMME.

#### **OMSS – Darnell:**

OMSS assessed the student satisfaction of T.O.W.E.R.S and BMEN. We did this with surveys and one-on-one check-ins/interviews. Students reported that BMEN and TOWERS contributed to their growth and their leadership skills. They were also able to engage with peers. Next year, OMSS will like to implement a cultural competency survey for our cultural heritage celebrations. They hope to work with CLS and the LGBTQ+ Resource Center to implement a shared survey to assess what the students are getting out of the programs.

#### **LGBTQ+ Resource Center – Sarah:**

This year, the BSW intern, Alyssa Carron, researched the overall effectiveness of the resource center; what the use of the center is, are there barriers, is staff helpful, etc. We found that it was effective to change from primarily in-person to a discord server during COVID. We added book reading groups,

added guest speakers, continued with coffee houses, etc. We found that there is some hesitancy to use the center for a number of reasons. The LGBTQ+ Resource Center added some programs with collaboration with housing based on student interest and offered grab and go crafts, some of which were mailed packets to people who didn't feel comfortable picking them up. We heard from some cisgender and heterosexual students feel that their experience at the center was excellent; they were helpful allies, feel comfortable and safe to be themselves in the space, and the center has helped them grow in the community. We also heard from LGBTQ students without the prompting of asking about the space. They feel concerned and overlooked by the university about the size of the space. For next year, Sarah has purchased many tents to utilize for space gatherings. Feedback provided from students show that feel that because the center is not staffed by full time employees, the university does not feel the importance of the center. In terms of data on climate, many students did not feel that the Ferris community is supportive of the LGBTQ+ students, but the center is. Next year, we are working on more training opportunities, and will work more closely with Housing and LGBTQ+ Liberation House for programming. The combination of outdoor and the discord platform will assist with the programming needs that cannot happen in person. Greater collaboration with others on campus will help with our needs. We have a good number of speakers scheduled to engage virtually this year.

#### **University Center – Mark Schuelke:**

We assessed our staff training and included a diversity piece within staff training. We switched our spring staff training on MLK Day to incorporate MLK student events and the march. We incentivized staff, including paying them, to attend two of the three MLK student events. Eleven of 25 students attended the events.

#### **University Recreation - Justin:**

We assessed the You@Ferris platform that we purchased and launched in March. This platform uses three domains: Succeed, Thrive, and Matter. This is a 24-hour approach where students can utilize it any time of day they want. We are currently at 650 students who have created accounts. This platform has an assessment tool on it that we can use and see and utilize. We can see what our students are doing really well at and what they might need help with. In the succeed domain, our students seem to be doing really good at degree options, but struggle in leadership and professional development. In the thrive domain, our students seem to be doing really good with alcohol and substance abuse, but struggle with body positivity and sleep. In the matter domain, they seem to be doing well on getting involved. This data will help us focus on programming in terms of the needs for the students.

Although it is not included in the report, over 700 students were scheduled to participate in intramural sports. Shout out to Stoney to get that many participants during COVID. Next year, we will assess a two-day all staff training, continue to assess You@Ferris, and our intramural and club sports programs.

#### **Student Conduct – Joy:**

Nick did his assessment on student conduct data, specifically related to race and ethnicity. We found that a greater number of Black students are overrepresented as compared to their enrollment. We also found that the largest source of referral comes from Housing and are referred for more serious policy violations. We are working on developing implicit bias and cultural awareness training opportunities, and how to use a restorative justice model more often.

#### **Closing Comments:**

Kristen thanked everyone for a good assessment day. Although this has been a different delivery method, the day went well. The report reflects the wonderful work we do, it is purposeful, and reflects

that the work matters. Thank you to Nick for being a wonderful co-host. Thank you to Jeanine for being supportive of these efforts.

Jeanine thanked everyone for their work. Thank you Kristen and Nick in the work you do to lead these efforts. Our students win when we assess our work.