Ferris State University

Division of Student Affairs

2011-12 Assessment Highlights

9/12/2012

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INTRODUCTION

Assessment efforts within the Division of Student Affairs at FSU prior to 2002 were inconsistent and narrow in scope. Our efforts included rudimentary customer satisfaction surveys, occasional student activities participation data, and anecdotal impressions based solely on the intuition of staff members. In addition, we neglected to document our assessment efforts. The results were seldom recorded and rarely used to inform improvement in Student Affairs. We did not have a shared sense that assessment was critical at both the departmental and divisional level. There was no coordinated or systematic attempt to develop and maintain a comprehensive assessment program within Student Affairs. A "culture of assessment" within Student Affairs had not yet been developed.

Early in 2002, Dan Burcham, Vice President of Student Affairs, recognized the importance of developing a comprehensive program of assessment. He charged Mike Cairns, Associate Vice President, with coordinating the assessment process within Student Affairs. Mike recruited Kristen Salomonson, Dean of Enrollment Services and others to form the first Student Affairs Assessment Committee. Over the years this committee, the Student Affairs Directors and others have worked hard to develop an array of ongoing assessment initiatives.

The current Student Affairs Assessment Committee consists of:

Mike Cairns (co-chair)
Nick Campau
Deanna Goldthwait
Cindy Horn
George Nagel
Lisa Ortiz
Angela Roman
Kristen Salomonson (co-chair)
Leroy Wright

All of our departmental and divisional assessment work is an ongoing learning process. We are constantly assessing our assessment initiatives. We have tried numerous ways to develop, chronicle and share our assessment efforts. The current approach of having each department report on their assessment highlights have proven effective.

The following are highlights of the assessment initiatives from the Division of Student Affairs for the 2011-2012 academic year.

ADMISSIONS (PROCESS)

Submitted by: Charlotte Tetsworth

Part I (2010-2011)

What changes did you make as a result of last year's assessment (2010-2011)?

- Staff retreat committee formed
- Updated the Transfer Equivalency webpage
- Transfer Equivalency Committee Formed

Part II (2011-2012)

Assessment Area (1 of 2): Clerical Staff Retreat

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

Clerical Staff Retreat effectiveness and planning for future retreats

Assessment Category

What category does your assessment initiative fall under?

Customer Satisfaction

Assessment Results

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

The staff enjoyed the retreat and expressed the desire to help plan the next retreat. A small team was put together to plan for this year's activities based on the survey results. More team building was requested, as well as having fun outside of the office in order to connect with each other. During the brainstorming activities many suggestions were brought to the table as well as a great deal of creativity in selecting those activities. I felt that the conversations happing at the table came from not only the desire to continue the retreat but intentional thoughts as to what would best facilitate the team building. It also gave the staff a sense of ownership in the retreat, which was voiced at the table.

Explore Possible Actions Based on Assessment

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?

Retreats will be planned with committees in the future to allow for collective ownership and to spread the work involved with the planning process. It can also be used as a tool to facilitate collaborative working relationships as well as focus strengths in planning.

Assessment Area (2 of 2): Student Employee Instruction Manual

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

Student Employee Instruction Manual rewritten as a result of student employee input.

Assessment Category

What category does your assessment initiative fall under?

Student Learning Outcomes

Assessment Results

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

The original intention of this objective was to help students articulate skills obtained while working in the Admissions Office at Ferris State University. When this project first started and students were asked what they would like to see to help them with this information the conversation morphed into we want better instructions. Student input would be vital to coming up with the instructions written in both a way that articulates their needs as well as skill sets learned. It was decided that an education graduate student intern would be brought in for the summer to write the instructions from a student needs perspective, as well as come up with learning outcomes from those instructions.

Explore Possible Actions Based on Assessment

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?

Students have just returned this week to review the new instructions. There will be meetings set up throughout the semester to make sure the original intent of the project, articulating skill sets, is being learned through conversations with the student employees.

Part III (2012-2013)

What continuing or new assessment activities are you targeting next year (2012-2013)?

Athletic student check sheet for admissions and NCAA eligibility
Veterans certifying official office procedures

ADMISSIONS (RECRUITMENT)

Submitted by: Angela Garrey

Part I (2010-2011)

What changes did you make as a result of last year's assessment (2010-2011)?

Due to the emergency deployment of the Veterans Program Specialist, the Military Veterans project was put on hold until this year. We had to fill in with an interim person to keep the processes running smoothly.

We have worked very diligently to deliver the best possible campus visit experience with our Dawg Day Program. In looking at our satisfaction surveys, we were able to make some changes to enhance the dining experience for our guests. We are also looking at changing the format of the day to a more "conference style" experience for our guests so that they are more in control of their day.

The electronic recruitment communication stream is up and running and working well. We are now more intentional on the communication that we send out to our target audience. We have ended the use of the QR code and are in the process of hiring a Coordinator of Social Media and Communication to enhance our Social Media presence and engagement.

Part II (2011-2012)

Assessment Area (1 of 3): Daily Visits

What are you assessing?

Daily Visits for Prospective Students and family members. The data collected came from daily visit survey information and observations.

Assessment Category

What category does your assessment initiative fall under?

Participation and Customer Satisfaction are the categories in which the daily visitation program falls under.

In many cases families have a limited time off to make college visits. Over the past year we have noticed an increase of our Friday visitors. In July 2011, we were seeing an average of 60 family members each Friday. We could have seen more students and families if we could accommodate our customer even more so, by having a second visit. With the amount of families coming in on a Friday "vacation day," we needed to reevaluate the feel to our visits to keep it more personalized and not so large; Fridays were beginning to feel more like a mini Dawg Days. It also in combination with our partners in dining service became a need for us to take a look at a shift in our volume of visitors on Fridays.

Assessment Results

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

We wanted people to know that our visits are just as important as any other school they are looking at and we too can be flexible with their family and their time. Having a second visit allows a student to not have to choose between us and one of our competitors and gives them an opportunity to see both schools. We evaluated the need by looking at our competitors. In June the question was posed to the 15 public institutions in the State of Michigan, who attended a DASUM meeting, in which the results varied, but when it came down to our top competitors it was a quick realization that we were behind in our opportunities to expand our visit options.

Another evaluation on our daily visits was secret shopping or visiting other schools; there were different visitations included the following:

- Michigan State University
- Western Michigan University
- Grand Valley State University
- Central Michigan University
- Oakland University

Stakeholders include the students, parents, admissions staffing, dining services staffing and current students in the recruitment process.

Explore Possible Actions Based on Assessment

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 second daily visits for Friday started in July. Many of the groups were happy and satisfied with the presentation and tour (our surveys had good results overall). Some items we would like to work on are offering a meal for the second visit and to re-evaluate the time for the second visit. Overall, the second Friday visit has been a success.

Assessment Area (2 of 3): Student Ambassador Program

What are you assessing?

Collection of data was one-on-one with the students affiliated with the program.

Assessment Category

What category does your assessment initiative fall under?

Participation Category - How many Student Ambassadors participated in the program and were satisfied.

Customer Satisfaction – this information is done through our daily visit surveys and our Dawg Days surveys.

Assessment Results

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

We used survey results to indicate that we were in need of a more optimal program to give our customers a better end result from their campus experience. In addition, if a formal complaint was given we utilized the information to take action and create a better plan.

Explore Possible Actions Based on Assessment

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 also made significant changes in the Student Ambassador Program. The first was a new look and design structure to the program. With the second being changing the program name to Student Recruiting Associate Program

Differences:

Student Ambassador Program	Student Recruiting Associate
Scholarship Funded or Hourly Part-Time	All Hourly Waged
Overnight Visitation Program	No Overnight Visitation Program
Registered Student Organization & Employment	Employment Only
Basic – Tours, Student Contact	In Addition to Visitation Programs- Office Hours to aid in Recruitment Yield

The changes include the students are more optimistic in the events they are encouraged to work. When students were scholarship based there was no incentive to go above and beyond their typical work obligations. The scholarship funding held them back from working on additional items as students felt they fulfilled their duties and weren't adequately compensated. There is no longer a Registered Student Organization, which eases the student time, drama, and additional outside stress to the program. Excluding the overnight visitation program also limited our liability.

Assessment Area (3 of 3): Dawg Day

What are you assessing?

The assessment for Dawg Days included the format of the day, the particular time of the year and participation of the customers including student, family members and campus community.

The collection of data was done through our Dawg Days survey questions - directions, parking, check in process, information presented, presentation link, main presenter, presenters clarity, questions in the student panel, length of student panel, opportunity to ask questions, tour locations, tour length, tour leader, leader clarity, ask questions in tour, answer questions during tour, food and beverage choices, affect interest in Ferris, how many attended other campus visitation programs, overall rating of the Dawg Days experience additional questions or comments.

Assessment Category
What category does your assessment initiative fall under?

Participation/Capacity Management and Customer Satisfaction/Customer Service

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

The results from Dawg Days indicate that the event is stale and there needs to be something new. With too many event dates as an option, families could sign up for multiple Dawg Days and not show up and/or choose to go to another institutions based on the competition only offering one day. The time of the year that some are offered is not conducive to yielding families based on the weather and or activities that surround that particular time.

Explore Possible Actions Based on Assessment
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 currently have 6 Dawg Days scheduled for the 2012/2013 academic year (3 Fall Semester, 3 Spring Semester). The events within the Dawg Days have changed to revitalize the feel of the program. These changes have gone to a conference style event to fit the needs of a student on a more individualized basis. There are four sessions available for the student to fill; the student picks one event per session. The offerings include an admissions presentation, a presentation/tour of the college of their interest, a campus tour, a financial aid presentation, a student question and answer panel, a transfer admissions workshop and lunch at the Rock Café.

Part III (2012-2013)

What continuing or new assessment activities are you targeting next year (2012-2013)?

- Recruitment Transition from Colleges back to Timme Center
- Dawg Days Format to Conference Style
- Virtual Tour and Mobile Applications
- New CRM – Target X /Sales Force

BIRKAM HEALTH CENTER

Submitted by: Renee Vander Myde

Part I (2010-2011)

What changes did you make as a result of last year's assessment (2010-2011)?

Several changes were made after last year's assessment including creating more departmental efficiencies, eliminating some services, involved BHC providers in RA training, and bring in interns from Allied Health.

Part II (2011-2012)

ASSESSMENT AREA (1 OF 1): FINANCIAL STATUS

What is being assessed?

This assessment area was looking at the financial picture of the Birkam Health Center and the efficacy of the Birkam Health Center Pharmacy. The data was collected by auditing patient use of the pharmacy through extensive production reports. We also invited Kirk Balcom, from The Rehmann Group, to audit all the financial books for the pharmacy.

Assessment Category

What category does this assessment initiative fall under?

The questions were difficult to ask to determine whether or not the staff of the BHC was too large for patient volume and whether the pharmacy, while a convenient service for many students, was capable of at least sustaining itself so as not to cause further deficits in the overall Health Center budget.

Assessment Results

What was learned as a result of this audit?

These audits help our staff to maintain quality of care. During the 2010–11 year, all charts were found to be well within the standard guidelines.

Explore Possible Actions Based on Assessment

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

Based on patient volume and revenues generated per visit, it was discovered that the nurse to patient ratio was too high, thus fostering financial burdens on the BHC.

The various audits showed us that a) when the pharmacy data was extrapolated from the rest of BHC revenues and expenses, it was clear that the pharmacy was costing BHC and the University money that it doesn't have. Additionally, 30 percent of prescriptions written by the BHC providers were not being filled at the BHC pharmacy. One audit showed that during the fiscal year, averages of only 14.5 prescriptions per day were being filled at the BHC pharmacy.

Part III (2012-2013)

What continuing or new assessment activities are you targeting next year (2012-2013)?

The health center staff has created a user/non-user survey to be administered to the campus community. We want to know how/why/when students are or are not using the health center. We are also asking about their needs and what is important to them in their campus health center.

This year, the BHC will be utilizing several interns from nursing students, Medical Assistants to Health Care Administration students. We will assess the professional learning experiences of these interns as well as assess the work-load changes and impact on existing staff.

The BHC will be completely electronic during second semester. We will be able to track several things in the new medical software quickly and easily, such as billing practices, numbers of patients seen per provider type and length of patient visits, etc. The goal will be to assess efficiency and cost/revenue per visit.

CAREER SERVICES

Submitted by: Angela Roman

Part I (2010-2011)

What changes did you make as a result of last year's assessment (2010-2011)?

The Career Services office discovered in last year's assessment results that our student employees still needed training in some of the more difficult workplace skills categories.

Because of this we:

- Implemented a system to get student employees written information about workplace skills, require them to read that information, and document this process.
- In staff meetings, we began encouraging our student employees to attend events happening on campus that were related to our workplace skills.
- A student employee researched online resources for all of our workplace skills. This included articles, videos, and more intense online training. This was given to student employees for review.
- We strongly encouraged and gave work time for our student employees to complete the "A" Game free online class and national certification. The "A" Game teaches students the 7 highly valued skills employers are looking for today.

Part II (2011-2012)

ASSESSMENT AREA (1 OF 1): STUDENT EMPLOYEE INITIATIVE

What are you assessing?

In the 2011 – 2012 academic year, the Career Services office implemented a new program called the student employee initiative. The goal was to better prepare students to serve in a variety of on-campus employment positions. A pilot group of Professional Trainees, were hired and required to participate in a professional development program. We assessed the learning that took place during this professional development program. We collected learning data by looking at resumes, before and after; use of a pre and post assessment survey; two performance evaluations; and evaluation of each Professional Trainee's final presentation.

Assessment Category

What category does your assessment initiative fall under?

Student Learning Outcomes

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

Our students learned:
- Professionalism – use of professional vocabulary, professional attire, role modeling, and following work rules
- Communication – appropriate email communication, how to ask the right questions, and how to talk on the phone
- Time management - the rigorous work schedule, professional development training, academics, and other responsibilities taught students how to manage their time and prioritize their work.

Staff learned:
- The professional trainee students could easily express their learning by the end of the year when we have had difficulty with this in the past.
- Professional trainees wanted less workshop requirements and more intentional learning opportunities.
- Respect of diversity remains a difficult workplace skill to teach.

Explore Possible Actions Based on Assessment
What investigative research, changes or improvements do you plan to engage in as a result of what you learned?

This assessment clearly shows that students as Professional Trainees are gaining valuable skills and are competent in expressing these skills. Therefore, we would like to publish this report on the Career Services website and continue this program next year. We will be enhancing next year's Professional trainee program by including a book study instead of workshop requirements and including more diversity training.

Part III (2012-2013)

What continuing or new assessment activities are you targeting next year (2012-2013)?

The Career Services office highlights assessment results that reflect our year's initiatives. For the 2012 – 2013 academic year, we have two initiatives.

1. Develop a Career Development Model that uses collaborations between Career Services and Student Leadership & Activities. We will be assessing the success of this initiative using surveys in classroom presentations to assess student learning, demographic and usage statistics of new programs, and assess the reach of our marketing program.
2. Enhance employer relationships to provide more successful networking and career opportunities for students and alumni. We will assess this by tracking an increase in employer partners and employer campus visits, assessing how many first time employers visit campus, employer satisfaction with visit, and increased student applications for job postings through Bulldog CareerLink.

FINANCIAL AID

Submitted by: Sara Dew

Part I (2010-2011)

What changes did you make as a result of last year's assessment (2010-2011)?

The Financial Aid Office is constantly assessing the most effective means of communicating with students and their parents. In early spring the Financial Aid Office launched a Facebook page. We invited both students and parents to "like us" so that they are receiving important financial aid deadlines, as well as financial aid changes from federal regulations. Further, in April, 2012 Financial Aid became involved in online chats to assist incoming students with their financial aid questions. This was attempted for two months and found that our office could not keep up with the volume. All chats have been routed back to the Admissions Office.

Part II (2011-2012)

ASSESSMENT AREA (1 OF 1): FINANCIAL LITERACY PRESENTATIONS

What are you assessing?

Financial Literacy Presentations that began Fall 2011. Data was collected from student surveys at the completion of the presentation.

Assessment Category

What category does your assessment initiative fall under?

Student Learning

Assessment Results

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

A total of 48 students completed and submitted surveys after attending the presentations. The presentations were made by request from FSU 100 instructors. The presentation covered a number of subjects including but not limited to: budgeting, building good credit, student budget pitfalls, financial aid renewal information, borrowing "smart", identifying "needs" versus "wants" and the value of establishing savings.

We learned that students are interested in learning about financial literacy. Eighty-five percent of the participants felt the presentation was informative. Seventy-three percent of the participants felt they had a better understanding of how to make the most of their money while attending college. Part of the survey asked students what was of most value from the presentation. Out of the 73 comments written 54, or 74%, were positive. Positive comments were divided into seven categories, including; credit history, credit cards, saving money, loan information, general financial aid information, satisfactory academic progress, and all information. The top four categories included all information, general financial aid information, credit history, and saving money, respectively. We also asked students about topics that they would have liked to have covered in the workshop, but were not. A pattern evolved in that students want more information on general financial aid topics, such as subsidized versus unsubsidized loans, alternative loans, more about the FAFSA, and how financial aid is determined. Some students wanted to know more about bad spending, how to get out of debt once you are in it, how to start credit and more about a credit score, how to keep track of everything financially, and how to pinch dollars more specifically.

In summary, the student comments reflect that students were engaged and did learn from these presentations. The students applied what they were learning to their personal situations and gleaned the information that they felt most directly affected them.

Explore Possible Actions Based on Assessment

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?

Already with President Eisler's University-wide initiative to minimize student debt, our financial aid advisors are currently scheduled for 19 money management presentations for Fall semester alone. Based on what we learned from students, our presentation will be changed to tailor our presentation to what resonates with students and is meaningful to them. We would like to incorporate more basic financial aid information to help students understand their financial aid and perhaps encourage better decisions. We would like to include more about what a credit history is and how to develop good credit. Further, we would like to educate them on interest rates, fixed versus variable, and how it impacts the cost of borrowing loans. Our challenge is to identify and prioritize key messages for our students. There is a large amount of important information that we want to provide, but we cannot provide it all in 50 minutes and have it be effective. Our goal is to listen to the students, and make changes as we proceed throughout Fall semester.

Part III (2012-2013)

What continuing or new assessment activities are you targeting next year (2012-2013)?

Our office plans to continue to assess our financial literacy program. With the heightened interest, we should get much greater feedback from students which would allow us to make our presentation more effective. This could also help us to identify topics of interest that maybe our office could find other ways of communicating the information.

Our office would like to partner with Institutional Research and Testing and assist in a survey regarding student loan debt. Basically, we want to examine what students think about debt.

The University cares about their loan debt, but do the students? We would like to know if they are concerned about their debt load. What ways do they try to minimize their debt? Have they thought about how much they should borrow based on what their entry level salary would be?

INSTITUTIONAL RESEARCH & TESTING

Submitted by: Mitzi Day

Part I (2010-2011)

What changes did you make as a result of last year's assessment (2010-2011)?

Assessment Area (1 of 2): Student Engagement Responses via the NSSE – Freshman & Seniors

As a result of the assessment of the NSSE survey we made several changes in two key areas with respect to the survey's administration and usage. Our response rate remained higher than that of our peer and comparison groups (35% for Ferris State versus 22% for the Great Lakes Region, 25% for our Carnegie Classification and 25% for the overall NSSE survey group). As a result of feedback from faculty and staff, this was the first time we also participated in the FSSE survey – the Faculty Survey of Student Engagement. Collaborating with Academic Affairs, we are working with an intern in the Office of Institutional Research to delve more deeply into the results of both of these surveys to provide a clearer picture of student engagement from both their perspective and that of our faculty.

Assessment Area (2 of 2): Student Retention and Graduation Rates

With the formation of the new academic unit for retention and student success, the timing of these efforts to improve the available data on retention and graduation rates was opportune. Once of the activities of the new Associate Provost was to form a University-wide committee to explore issues related to retention. A salient project that flowed from this committee's work was an in-depth analysis of what data we currently have available from federal, state and institutional sources to explicate the key findings with regard to our students' success. Several changes and enhancements to our retention and graduation rate reports were made as a result of this analysis. Please refer to Part II of this report for more detailed information on the specifics involved.

Part II (2011-2012)

Assessment Area (1 of 2): Satisfaction & Utility Ferris Retention Reports

What are you assessing?

IR&T examined the current state of the retention reports and sought input on ways to improve the data it contains to increase usability. These data are important to many constituencies – most clearly University officials and our students. Retention data has implications for college selection and movement from major to major once at Ferris.

Assessment Category
What category does your assessment initiative fall under?

Customer Satisfaction/Customer Service
Student Learning Outcomes

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

Overall, the data that existed was good, but there were several suggestions on ways to improve the data included in the campus-wide report. Associate Provost for Retention and Student Success created a University-wide committee on retention in Fall of 2011. Working with the members of this group, we identified several refinements to our existing reports. Of particular import to this group was an examination of the extent to which students graduate in the major they begin in. We really did not have any data that related to that question so we turned our attention to developing a report that would include this feature.

Explore Possible Actions Based on Assessment
What investigative research, changes or improvements do you plan to engage in as a result of what you learned?

As a result of the new report – Colleges across the University can now examine their beginning cohorts of students and explore the number who eventually graduate in their first major, the number who graduate but not in their original major, and finally what major they did graduate in. An excerpt from the new report is included here as an illuminating example. Over the course of the next year, the Office of Institutional Research will partner with Academic Affairs to further refine and finesse the data available on retention and graduation success. Also, our work on the Talent 2025 Subcommittee for Alternative Graduation Measures will provide additional examples of data treatments for which we can assess effectiveness.

Assessment Area (2 of 2): Ferris State University Fact Book Student Learning Activity

What are you assessing?

Utilizing the Ferris State Fact Book as a student learning tool, members of the IR&T staff developed an activity to be used in FSUS 100 courses. The purpose of a freshmen orientation seminar course is to ensure connection to the University beginning the early in the first semester by sharing information about features and services. The activity is simple and easy to present in class. Students are divided into groups and each are given a copy of the Fact Book. A series of 15 questions are handed to each team leader to complete. Students complete the quiz and are awarded points for correct answers and for speed. Prizes are awarded to the winning team. After the activity, students complete a brief survey to ascertain what they learned from the activity.

Assessment Category
What category does your assessment initiative fall under?

Student Learning Outcomes

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

Overall, the data that existed was good, and results reveal that students both enjoyed the activity and learned about the University as well. The students were engaged during the activity that makes it an ideal option for FSUS 100 instructors wanting their students to have a greater level of knowledge about their University. A copy of the preliminary results are attached.

Explore Possible Actions Based on Assessment
What investigative research, changes or improvements do you plan to engage in as a result of what you learned?

As a result of the first students to engage in this activity, the process is workable and easy to perform in the classroom. All instructors who wish to use this activity are free to do so. The post-activity learning assessment is also available. The IR&T staff plans to conduct a survey on faculty and staff for the 2012-13 Fact Book to gauge satisfaction and utility. The questions will focus on those who receive the Fact Book to find out what they feel is the most important part of the Fact Book, what they learned, and if there is anything that they would like to see in future Fact Books.

Part III (2012-2013)

What continuing or new assessment activities are you targeting next year (2012-2013)?

Based on the assessment highlights presented for 2011-12, Institutional Research & Testing will be focusing on two primary assessments for the upcoming year.

Assess the effectiveness of the Program Review Data Reports and its associated process that Institutional Research & Testing provides to assist those responsible for creating the *Program Review Document*. A survey of the users for the past three years will be distributed.

For the Testing arm of the Department, a survey is in development to ask those taking a test at our facility about their perceptions of the experience. Also – we are including questions that gauge what our students know about how CLEP and other tests may assist them in completing their degrees at a brisker pace.

OFFICE OF MULTICULTURAL STUDENT SERVICES

Submitted by: Matthew C. Chaney

Part I (2010-2011)

What changes did you make as a result of last year's assessment (2010-2011)?

- As a result of last years' assessment activities Office of Multicultural Student Services (OMSS) learned to try different ways to advertise activities and programs to students in an effort to increase attendance such as utilizing social media, etc. We learned to properly prepare students better in our efforts to build leaders when allowing them to host and facilitate important discussions and events. In addition, we learned as a result of assessment, how to make our Dr. King Celebration more cost effective considering how each year the cost of doing business continues to increase.
- Added College Positive Volunteers as tour guides and student panelists
- We based our student visits around Science, Technology, Engineering, and Math in order to strengthen student interest in those areas.
- Added more camp staff in order to support the increase of students attending camps
- Brought in more students from diverse backgrounds in order to strengthen the importance of cultural diversity and celebrating differences.
- Students created college collages so they could visually see their dreams and college goals; as well as explain their dreams, goals and future plans in an organized way.
- We are offering financial literacy workshops
- We plan to show an improvement in students' academics in their core curriculum classes
- We plan to offer reading comprehension workshops
- *Complies with state mandates

Part II (2011-2012)

Assessment Area (1 of 2): OMSS in Focus

What are you assessing?

We assessed OMSS' programs and services and did so by coordinating a focus group of current students. We called this initiative OMSS in Focus. The focus group consisted of 10 students and one staff member and was conducted on Thursday, July 19, 2012 at 2 p.m.

Assessment Category

What category does your assessment initiative fall under?

Student Learning/Cultural Awareness Learning Outcomes

Assessment Results

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

How often do you visit OMSS? What initially drew you to the office?

- Students echoed how they were invited by other students when they attended events like Get Acquainted Day, Transitions to Success and other events. Also, students indicated that they learned about OMSS from orientation leaders.

Is there anything that we could add to our services to make them better utilized?

- Consider changing the name from "Office of Multicultural Student Services" to the "Multicultural Center"; takes away the stigma of an "office" where many students feel you need an appointment or have to have business to visit vs. a "center" which communicates a more engaging, inclusive and overall inviting place.
- Continue outreach efforts to invite a diverse student body to OMSS and continue to be consistent with efforts throughout the year; awareness tables, yard signs, posters and a button campaign were suggested as creative and consistent methods to spread awareness to students about OMSS services.
- Cultivate a core group of student leaders to serve as OMSS ambassadors; hosting a workshop to teach leaders how to engage with others and to promote OMSS events was an example.
- Improve OMSS signage in the library to become more visible; new sign at the door that stands out and promotes services, having a sign directing traffic in the main lobby entry way were examples.

Are there any specific services that attract you to the office?

- Some students were not exactly sure of the services we provide (advocacy, mentorship, leadership development, cultural awareness and college access). In addition, many students did not know that we were the sole coordinator of most cultural awareness programs and events, but they were aware of community service and leadership development opportunities that we offer.

Are there any additional services that you think we can provide?

- Students liked the idea of additional tutoring services that we could provide to students; suggestions to make it community service based, and have it after midterms and/or before finals.

Explore Possible Actions Based on Assessment

What investigative research, changes or improvements do you plan to engage in as a result of what you learned?

In an effort to continually improve our services and programs, conducting a focus group was an excellent way for our department to actually see first-hand how our department is perceived by the students we serve. As a result of the information we received, OMSS plans to pilot a community service tutoring initiative utilizing upper-class students during mid-terms and finals week. We also plan to initiate an OMSS ambassadors program through our TOWERS Leadership Development

Program that will be another vehicle to promote cultural events to the student body. In addition, the director of OMSS serves on the FLITE Library's digital signage committee that is looking at ways to improve the overall signage in the facility. These are a few of the items, in addition to others, that we discussed departmentally as a result of our assessment efforts.

ASSESSMENT AREA (2 OF 2): GEAR UP COLLEGE DAY/SUMMER CAMP VISITS

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

We are assessing GEAR UP/College Day and Summer Camp visits. We asked students via surveys what they learned during their stay, how helpful the visit were towards their quest to college, and if the information that we provided them was useful in helping them to understand the importance of going to college or in creating a college going culture and in knowing the basics of the various forms of financial aid. We collected the data from students once they completed their visit to campus.

Assessment Category:

What category does your assessment initiative fall under?

Student Learning Outcomes

Assessment Results:

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

We learned as a result of assessment that our GEAR UP/College Day students were more engaged when their visits were strategically focused on a specified area of learning or on a specific program of interest. In addition, students seemed to engage themselves and benefit more during college visits that were tailored towards an area of study that they were currently enrolled or programs that they planned on pursuing when they enter college.

Explore Possible Actions Based on Assessment:

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 an effort to continually improve our GEAR UP/College Day programs and services, we plan to continue to assess our program via the use of surveys and questionnaires with both parents and students for continuous quality improvement. In addition, we have continued to provide the state with their requested data as part of our state reporting requirements which has resulted in our program receiving increased funding. We have been leaders in creating a student data base that is currently being looked at as a model for the other 14 state institutions.

Part III (2012-2013)

What continuing or new assessment activities are you targeting next year (2012-2013)?

As with previous years, OMSS plans to continue to assess each of our programs and activities throughout the academic year in order to identify clear areas for improvement. In addition, we plan to use our assessment activities to identify areas for cost savings and collaboration.

OFFICE OF STUDENT CONDUCT

Submitted by: Nicholas Campau

Part I (2010-2011)

What changes did you make as a result of last year's assessment (2010-2011)?

- During the Spring 2012 semester the Office of Student Conduct completed their first faculty survey to assess their knowledge of our policies and procedures, how they handle and address academic misconduct, and their perceptions about the office.
- For the 2011-2012 academic year we began sending out our survey for students who have been through the conduct process through our database vendor, Pave. The survey is now sent out automatically when a students' case is completed and closed.

Part II (2011-2012)

ASSESSMENT AREA (1 OF 2): FSUS KNOW THE CODE PRESENTATION

What are you assessing?

Throughout the Fall 2011 semester, the Office of Student Conduct was invited to present to approximately 35 Ferris State University Seminar sections. In this 50 minute presentation we discuss where to find University policy, the conduct process, some of the consequences for violating policy and how they (the students) are an important part of creating a positive community. Specifically, our learning outcomes for the Know the Code presentation are:

1. Students will know where to find important information regarding University policy.
2. Students will be informed about the student conduct process.
3. Students will have an understanding of University policy.
4. Students will consider the consequences of violating University policy.
5. Students will understand their role in creating a positive community at Ferris and the importance of responsible citizenship.

At the conclusion of each presentation, each student completed an evaluation that provided us with quality information regarding what they learned.

Assessment Category

What category does your assessment initiative fall under?

This assessment measures participant learning outcomes.

Assessment Results

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

Students learned

- How the conduct process works.
- Where to find information about University policy.
- How they aid in creating a positive and safe community at Ferris.
- What some of the consequences for their actions could be.

OSC learned that, as a result of the Know the Code presentation.

- Students were uninformed about their rights and responsibilities, prior to the presentation.
- Students did not understand how the conduct process works, prior to the presentation.
- Students want more handouts and true stories as examples during the presentation.
- The presentation focused too heavily on alcohol and drug use.

Explore Possible Actions Based on Assessment

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

As a result of our assessment we have made three changes:

We will continue to look at our Know the Code materials and publicity campaign, and continue to market to both new and returning students. We want students to know their rights and responsibilities of being a Ferris student, as well as our office philosophy and procedures.
We will look to incorporate more handouts and printed material into our presentations.
Through our Know the Code presentation, we try to educate students about their rights and responsibilities in an effort to reduce the number of students who violate policy. To help determine the effectiveness of this we have changed our survey sent out to students who have gone through the conduct process to see if they have been part of a Know the Code presentation.

Assessment Area (2 of 2): Faculty Survey

What are you assessing?

The Office of Student Conduct (OSC) is always looking to partner with faculty and staff from across campus on a variety of projects and cases. We continue to work closely with faculty who refer students to our office who have allegedly violated the University's Academic Misconduct policy. This year, during the Spring semester, the OSC launched its first faculty survey. The survey was sent out to all faculty members (tenured, tenured track, and non-tenured track) to assess their perceptions about the Office of Student Conduct, the conduct process, and academic misconduct. The survey received 180 responses and although the survey asked little demographical information, 60% of respondents indicated that they are tenured or tenured track, and almost half (48.6%) have been employed at the University for 10 or more years.

Assessment Category

What category does your assessment initiative fall under?

This assessment measured faculty perceptions and satisfaction.

Assessment Results

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

OSC learned

- Many respondents have never referred a complaint to the OSC.
- 85% of respondents typically deal with 0-3 academic misconduct cases in an academic year.
- Plagiarism and Cheating were the most frequent types of academic misconduct witnessed.
- Many comments throughout the survey indicated that faculty would have a hard time "proving" academic misconduct allegations.
- Half of respondents indicated that they prefer to handle academic misconduct themselves.
- Multiple comments were made about handling misconduct internally through their department or college. Over half the respondents indicated that they are familiar with their departments' process for handling academic misconduct (22% choose neutral).
- Respondents who indicated that they have confronted cases of academic misconduct themselves indicated that the outcome they typically employ is a verbal warning or by lowering the grade for the assignment. The method selected least was to refer students to the OSC.
- Those who have referred a student to the OSC, over 60% indicated that they wanted to "send a message to the student that their misconduct was egregious." Only 7% indicated that they wanted to ensure that the students' rights were protected.
- Those respondents who have filed a complaint with the OSC were somewhat or very satisfied with the ease of filling a complaint. Additionally, 41% (19 respondents) were dissatisfied with the "degree of follow-up" after the hearing.
- Over 80% of respondents indicated that they discuss academic honesty in their syllabi.
- There are some very polarized opinions of the OSC, both positive and negative.

Explore Possible Actions Based on Assessment

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 Know the Code campaign should shift from focusing primarily on students, to include faculty and staff. This should also include information about our office philosophy, processes, and procedures.
- We will look to continue our partnerships with academic colleges and departments to facilitate on going education about using the OSC as a resource in handling academic misconduct.
- We will continue to try to "close the loop" after a faculty member refers a student.

Part III (2012-2013)

What continuing or new assessment activities are you targeting next year (2012-2013)?

- We will continue to assess the learning that occurs during our FSUS presentations. This is an intimate and effective way to share important information to many first year students. We will continue to collect that information and improve our process from last year.

- We will look to explore best practices in finding an effective way to ascertain what students are learning from participating in the conduct process. This year we are looking at ways to increase the yield of students who complete our survey. Additionally, we may look for ways to host focus groups that would not compromise a student's confidentiality.

- I am interested in conducting a bi-annual survey of the faculty regarding their reasons for using or not using the Office of Student Conduct to adjudicate their academic misconduct complaints. I would like to re-survey the faculty in the Spring of 2014 after we have had the opportunity to market and promote our office more. I think we have created new and improved standing relationships as well as becoming more visible, although clearly have more work to be done.

ORIENTATION

Submitted by: Shana Beisiegel / Leroy Wright

Part I (2010-2011)

What changes did you make as a result of last year's assessment (2010-2011)?

We modified our Orientation Leader Training timeframe to better accommodate student leader needs and the preparation needs of professional staff. The Resource Fair component of the Family and friends Orientation was revised in response to last year's assessment. It was decided that rather than having a formal speaker presentation, a larger resource fair would be more valuable. This accommodated the specific needs of family and friends as well as students and many of our table hosts. As a result of last year's assessment, Family and Friends wanted more specific information about financial aid; therefore we added an optional financial aid workshop during the Resource Fair. In addition, the Welcome Presentation was enhanced by adding additional University resources and safety information. We also assessed operational efficiencies; instead of ordering copies from the Copy Center, we were able to use our new copy machine to make needed copies as appropriate. This resulted in an estimated savings of $920.00. We also changed from costly metal name tags to using lanyards with name badges for Orientation Leaders; which resulted in a cost savings of $115.00.

Part II (2011-2012)

Assessment Area (1 of 3): Orientation Leaders

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

Before training took place learning outcomes were established to help guide our training program and to inform Orientation Leaders what they will be expected to know by the end of their training experience. Our learning outcomes were broken into nine areas.

1. Students and Families in Transition
2. University Resources
3. Diversity
4. Communication
5. Professionalism
6. Customer Service
7. Ferris Pride
8. Campus and Community Involvement
9. Problem Solving

Orientation Leaders were given a pre and post-test based on our stated learning outcomes. This gave us a better idea of what skills our leaders were bringing to their role, how specific we needed to be as trainers during the training process, and how much they should be able to learn throughout their experience as an orientation leader.

Orientation Leader Feedback - Overall Orientation Program
At the end of the Orientation Program, Orientation Leaders were asked for their feedback via individual written surveys, in a small peer lead group setting with guided questions, as well as in an open forum. The individual written survey listed the nine learning outcomes for the Orientation Leader position and asked each leader to rate how well he/she may be able to complete each of the learning outcomes. Included in the survey were two open-ended questions; "How would you improve the Orientation Leader experience?" and "Please offer anything else you want to mention that we didn't ask."

The students were also broken up into three peer-lead groups of 6-7 Orientation Leaders and were given time to answer a series of questions;

- What impact have I had on new students during Orientation?
- If I can enhance the Orientation experience for new students and their families I would…
- What skills have I learned from Orientation that I can apply to my chosen profession?
- How has Orientation impacted me as a student leader?
- How have I contributed to the success of Orientation?
- What were some of the difficult questions you were asked this summer?

Lastly, Orientation Leaders were asked about how to improve the Orientation Program for next year. The orientation professional staff will consider the information obtained from the surveys along with the feedback given during the last Orientation staff meeting to better enhance the Orientation Program and the Orientation Leader Training Program.

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

Orientation Leaders- This assessment measured student learning outcomes and over-all job satisfaction.

Assessment Results: Orientation Leaders
What did you (or your students) learn as a result of what you assessed?

The likert scale used in the Orientation Leader survey was an ability-based scale (I don't think I'm able to do this, I might be able to do this, I can do this, or I can do this so well I could teach someone). The design of this new survey helped us to assess what our Orientation Leaders were able to learn.

As Orientation Leaders they learned:

- 95% of Orientation Leader's demonstrated knowledge pertaining to the importance of academic customer service in how they assist students and their families. This is an increase of 49% prior to training.
- 79% of respondents stated that they could teach others about; identifying problems, gathering information from various resources, as well as determining problem areas and implementing the best solutions.
- 95% of respondents stated they had acquired an increased knowledge of student development and had implemented this knowledge during various stages of orientation.
- In addition to the above learning outcomes, when asked in a peer-lead group setting "what skills have I learned or discovered about yourself during orientation?" Customer service skills are very important, the ability to be a team player, confirmation of future goals, ability to talk to groups professionally, and they learned a lot about themselves, the University, and their peers were among the many of the responses.

As an Orientation Staff we learned:

- Orientation Leaders felt they had improved their ability in public speaking.
- Orientation Leaders enjoy their job.
- Orientation Leaders know how to be professional while having fun.
- Orientation Leaders feel that they can take the lead with new students, family and friends on campus as well as the importance of good first impressions.
- Additional skills were gained pertaining to confirming career paths and the ability to step outside of their comfort zone and to create relationships.
- We need to rethink our recruitment/marketing campaign to hire students, because the Orientation Leaders reminded us that the campus wide posters were not as effective as we'd hoped.

Explore Possible Actions Based on Assessment: Orientation Leaders

What investigative research, changes or improvements do you plan to engage in as a result of what you learned?

All Orientation Leaders indicated they had attained the knowledge level required to be an excellent leader. Every year Orientation Leader Training is reviewed to see where we can strengthen our program and provide our leaders with additional skills or to enhance their existing skills. We will review further training opportunities based on NODA recommendations. We will also continue to use staff meetings as ongoing training opportunities. In addition, we will fine tune our Orientation Leader learning outcomes to better reflect the university wide (general education) learning outcomes. We will also begin a process to assess our Orientation Team Leaders by establishing learning outcomes based upon university wide (general education) learning outcomes. All data collected will be reviewed by the orientation staff in developing future training sessions.

Assessment Area (2 of 3): Orientation Family and Friends

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

Family and Friends were given paper surveys at the Resource Fair addressing the following topics:

- Gaining general information about the University.
- Had specific concerns that I wanted addressed.
- Orientation activities.
- Wanted to meet other parents and network.
- Wanted to connect with University administrators, faculty and staff.
- What suggestions for additional information sessions do you have?
- In what ways can we improve the Family and Friends Orientation?
- What information would you liked to have known that was not available to your prior to attending Orientation?
- The data was compiled by the Office of the Dean of Student Life after each orientation session.

Assessment Category: Orientation Family and Friends

What category does your assessment initiative fall under?

Orientation - This assessment measured family and friends perceptions and satisfaction with the orientation process and gave them the opportunity to offer feedback related to improving the orientation program.

Assessment Results: Orientation Family and Friends

What did you learn as a result of what you assessed?

- Explore options for providing additional information to students regarding E-Bill and Bulldog ID pick up process. Explore adding more optional workshops for Family and Friends during the Resource Fair.
- Family and Friends continue to have concerns regarding how crowded the registration rooms are, lack of class availability, the inability to accommodate them if their students wanted them in the room, and whether or not their student received appropriate advising regarding class load and semester to semester requirements.
- Family and Friends consistently comment that our faculty, staff, and student leaders created an orientation experience that is welcoming, friendly, informative, and not as time consuming. They are satisfied with their student's choice to come to Ferris State University.

Explore Possible Actions Based on Assessment: Orientation Family and Friends

What investigative research, changes or improvements do you plan to engage in as a result of what you learned?

At the end of the Orientation Program, Orientation Family and Friends were asked for their feedback via hardcopy survey. The survey asked each participant to rate their level of knowledge based on Strongly Agreeing, Somewhat Agree, Somewhat Disagree and Strongly Disagree. Included in the survey were four open-ended questions:

- What suggestions for additional information sessions do you have?
- In what ways can we improve the Family and Friends Orientation?
- What information would you liked to have known that was not available to your prior to attending Orientation?
- Additional comments/suggestions.

All data collected will be reviewed by the orientation staff and taken into consideration. We will continue to provide opportunities for Family and Friends to be more engaged in the Ferris experience and to offer feedback to improve the orientation experience.

Assessment Area (3 of 3): Orientation Participants (Students)

What are you assessing?

An email survey was sent to all students who attended Orientation. This survey traditionally focused on satisfactory information with a special section of questions focusing on assessment as it is related to MyFSU, scheduling for classes, and the overall orientation experience. Some of the open ended questions were:

- I still have questions about.
- In what ways can we improve the Orientation experience?
- What did you learn by attending Orientation?

We emailed all 2380 orientation participants and we received 587 responses (25% response rate). This information is used to determine what part of Orientation students dislike the most and whether or not students understood and are able to use the general advising information given at each college meeting along with additional resources throughout the day. Survey responses for all of participants were generated into one report with assistance from Institutional Research and Testing.

Assessment Category: Orientation Participants (Students)

What category does your assessment initiative fall under?

Orientation Participant- This assessment measured customer satisfaction and student learning. For the sake of this report we focused on student learning.

Assessment Results: Orientation Participants (Students)

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

In the orientation survey the team asked participants the open ended question of "What did you learn?"

Orientation Participants learned:

- Orientation Participants identified learning about their major, degree, and about academic requirements while attending Orientation.
- Orientation Participants identified learning about MyFSU, especially as it relates to registering for classes, MyHousing and Ebill.
- Orientation Participants identified learning about campus life and what to expect when coming to campus in the fall.
- Orientation Participants identified learning about academic support services on campus.
- Orientation Participants identified learning about the location of buildings across campus.

Explore Possible Actions Based on Assessment: Orientation Participants (Students)

What investigative research, changes or improvements do you plan to engage in as a result of what you learned?

As we continue to enhance our Orientation Program we will continue to review our process so that we meet the needs of our new students. In order to achieve the highest goal we will continue to review all components of orientation, including Orientation Leader training, Orientation program development, as well as reviewing which departments should be invited to participate or continuing to participate in the orientation process.

Part III (2012-2013)

What continuing or new assessment activities are you targeting next year (2012-2013)?

Further planning will be implemented for the reorganization of orientation as it pertains to Rankin Student Center and finding suitable alternative locations for Orientation 2013/2014. We will keep assess learning outcomes for Orientation Leaders based on the University's General Education Outcomes. Finally, we will continue assessing the Family and Friend experience, the Resources Fairs, and all student components of orientation as well as the overall orientation program.

PERSONAL COUNSELING CENTER

Submitted by: Renee Vander Myde

Part I (2010-2011)

What changes did you make as a result of last year's assessment (2010-2011)?

After reviewing the assessment data, the staff implemented two changes: 1.) Intake and termination assessment via the OQ 45 was made electronic for ease of administration and scoring. 2.) We began to focus more on what students are learning in counseling. Specifically, are they learning things that enhance their academic performance if they determined it was being adversely affected.

Part II (2011-2012)

ASSESSMENT AREA (1 OF 1): COUNSELING / THERAPY

What are you assessing?

The staff is always concerned with outcomes: Is therapy working? The goal is for students to leave therapy in a better emotional and psychological state than when they entered and to give them tools they can rely on to cope and manage college relative to their mental health. We collect this data via the OQ 45, a self-report measure administered at onset of treatment and regularly evaluated during the course of treatment. A closing administration is done at termination. Intake and termination results are compared. We also administer a Satisfaction Survey twice a year to assess student's overall satisfaction with the Counseling Center and its services.

Assessment Category

What category does your assessment initiative fall under?

In addition to the OQ 45, students seeking counseling services also completed a satisfaction survey where they were asked specifically, what did you learn by participating in counseling?

Assessment Results

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

Students were asked what they learned while participating in counseling. The most common answers were:

1. I learned to manage my stress better
2. I learned that I am not the only one with these kinds of problems
3. I learned that my problems aren't always as big as they seem

The staff learned that a) the data shows that counseling continues to benefit students, b) we need to get more specific in assessing student learning and c) students are engaged in the counseling and learning process.

Explore Possible Actions Based on Assessment

What investigative research, changes or improvements do you plan to engage in as a result of what you learned?

Two things came out of this assessment period. One is that we realized we are using duplicate assessments (the OQ 45 and the CCAPS) which are cumbersome and redundant. We will look at eliminating one assessment for efficiency and better customer service. The second thing is that we are still not getting at what specific things students are learning in counseling. Students can articulate in general terms their learning as stated above, but we'd also like to see students be able to provide specific examples of their learning. If they are managing stress better, how and why are they doing that, would be an example of new questions to ask.

Part III (2012-2013)

What continuing or new assessment activities are you targeting next year (2012-2013)?

During the upcoming academic year, we will stop using the OQ 45 and switch to using only the CCAPS for intake and termination assessment of therapeutic outcomes. This tool is electronically administered and scored. It is user friendly, easy to administer and provides the counselors with individual and aggregate data on all students seen in the Counseling Center (Penn State empirically validated and normed the instrument). In addition, Penn State is the clearing house (Center for Collegiate Mental Health-CCMH and supported by NASPA Assessment Consortium) for all the data collected so we can track not only our students, but where they are in the aggregate and what trends are occurring in college counseling centers.

Counselors will explore treatment planning—setting treatment goals and learning objectives—for their student clients. By doing this, tracking student learning may become clearer as the student will actively participate in their treatment plan including identification of learning outcomes.

RANKIN STUDENT CENTER

Submitted by: Mark Schuelke

Part I (2010-2011)

What changes did you make as a result of last year's assessment (2010-2011)?

No changes.

Part II (2011-2012)

ASSESSMENT AREA (1 OF 1):

What are you assessing?

In the summer of 2011 the University hired a Consultant (Brailsford & Denleavy) to engage the university community in a vision process for the Rankin/University Center Renovation/Remodel Project. The institution invited several groups to participate, including students, faculty, staff and community members. Along with focus groups a survey was sent out to all students, faculty, staff and several community members. In all we had responses from 1109 students, 251 faculty/staff and 49 community members.

Assessment Category

What category does your assessment initiative fall under?

Customer Satisfaction/Customer Service

Assessment Results

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

We learned the following:

- Rankin has a confusing layout
- The facility is unappealing
- The facility does not provide the university with a social hub

Explore Possible Actions Based on Assessment

What investigative research, changes or improvements do you plan to engage in as a result of what you learned?

The institution is currently in the process of updating the Rankin Student Center into a University Center. The updated facility will have the following priorities:

- Center for student leadership
- Mix of retail options
- A facility that engages our students, faculty, staff and community
- Recruitment and architectural showpiece

Part III (2012-2013)

What continuing or new assessment activities are you targeting next year (2012-2013)?

- Student Employees
- University Center Project

REGISTRAR'S OFFICE

Submitted by: Elise Gramza

Part I (2010-2011)

What changes did you make as a result of last year's assessment (2010-2011)?

Reorganization of Processes
- Hired a second student employee to continue to assist the office

Graduation Process
- Development of and continued effort on launching a Online Graduation Application
- Continued evaluation of processes and how they can be more effective and efficient

Title IV Total Withdrawal Process
- New procedures in place to make Title IV processing more effective
- Continued monthly meetings as necessary to ensure we are compliant with any changes in regulations or unique situations that arise

Priority Registration
- Time break-down improvements put in place as a result of last year are still effective
- Continued look into priority registration and how to make it most effective in several different situations

Part II (2011-2012)

ASSESSMENT AREA (1 OF 1): CUSTOMER SERVICE

What are you assessing?

We wanted to assess customer service. We felt this was a beneficial student learning piece for several reasons.
- Having not focused on assessing student learning before, we wanted to start "small" as other student learning assessments were somewhat large endeavors. We felt starting smaller would allow us to focus on one tangible item and make for a very effective student learning outcome.
- We decided to focus on our student staff and customer services skills because these skills connect with almost every career path the students may take (from Pharmacy, Public Relations, to Teaching).
- This was a very important assessment for the Registrar's Office because our students are our first line for phone (our main method of communicating with our "customers"). Ensuring they have good customer service skills not only will help them grow, but it is a vital part to ensuring our office provides excellent customer service.

Each student was provided with a list of customer service skill sets and definitions and examples of each.

- Greeting
- Listening
- Empathizing
- Probing
- Practicing Common Courtesies
- Avoiding University Jargon/Acronyms
- Offering Solutions and Alternatives
- Using Appropriate Tone
- Being Appreciative
- Going the Distance

How did you collect this data?
One-on-one discussions

- In February, we met to discuss how they felt they were doing with each and asked they provide three examples of areas they feel they need assistance in or three ways they feel we can improve a skill they already have.
- We meet again in June to evaluate the skills. I asked them to come to the meeting with a self-evaluation for each skill and examples of how they have gained or enhanced that skill and at least one example of each.

Surveys

- The students were provided a survey to answer questions to assist in leading the discussion above.
- Self-Evaluation
- The students were asked to provide a self-evaluation to assist in leading the final discussion listed above.

Assessment Category

What category does your assessment initiative fall under?

Student Learning Outcomes

Assessment Results

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

Areas students felt they already excelled:

- Greeting
- Empathizing
- Using appropriate tones
- Being appreciative

Areas students felt they gained knowledge/experience through working in the Registrar's Office:

- Probing
  - Obtaining the correct information from customers to be able to provide the most accurate and effective customer service (asking the right probing questions).
- Offering solutions and alternatives
- Listening
  - Listening and actively paying attention to customer
  - Note taking as necessary when on the phone with customer to ensure they have correct information, including repeating the question/concern back

Areas students felt need improvement:

- Practicing common courtesies
  - Working with and transitioning in-between multiple customers simultaneously, for example, "May I place you on hold," or "Thank you for holding," etc.
- Listening
  - Providing good customer services despite having a hard time understanding them
- Going the distance
  - Feeling empowered to "go the distance" for customers
- Unexpected area of improvement needed
  - Communication between student workers to ensure continued positive customer service experience

Quotes from students about learning:

"I feel the skills I obtain from working at the registrar's office have helped immensely. When I call places now for something I may need help with, I've noticed an enormous difference in my patience when I'm placed on hold, simply because I have had to put many customers on hold. It's expanded my respect for people dealing with questions and other situations that relate to the customer service aspect."

"Since starting in the Registrar's office I believe I have improved upon almost every single one of these qualities in some degree. Coming in, I already knew how to listen, empathize, use appropriate tones and be appreciative when dealing with other people. These characteristics are just common sense in my eyes, but working in this office has put me in situations where I had to actively put these qualities to use. I was placed in situations I would have not encountered in my everyday life outside of this job. For instance, I had to learn how to properly greet a customer on the phone. As simple as it sounds, I was pretty clumsy at it at first. Another skill I believe I improved on was probing, or rather just learning to ask the right questions to figure out where I can find the right answer for them."

"I am still learning new things every day, but if I don't know the answer to provide a customer, I put them on hold until I discover the answer. I've been able to answer many more questions without asking though, and hopefully eventually I will not have to put many on hold for that reason."

"*...probing* is another important quality to possess in the office. It would be easy to send the student to the wrong office or department simply by not asking enough questions...Its situations such as this where it is important to ask enough questions to get the best solution for the student.

"I feel that customer service and knowing how to deal with people is important in any career choice. At my time in the registrar's office I have been exposed to a wide variety of situations. It has shown me how to work with difficult people. I will encounter these types of people in the future and having some experience dealing with them will prove to be very beneficial."

Explore Possible Actions Based on Assessment

What investigative research, changes or improvements do you plan to engage in as a result of what you learned?

As a result of this assessment there is still a need for customer service skill improvement. Next year the one area in particular I would like to concentrate on for our student staff as it relates to customer service. I would like to provide the students more training and access to allow them to feel more empowered and able to handle more of the customers on their own. They requested to be shown how to do more or provided with more information so they can answer and do more. I hadn't realized before that it is more difficult for them to "go the distance" or offer solutions and alternatives when they might not know the information to do so appropriately. In the future, we want to provide them with more, yet appropriate, access in Banner and train them to be able to answer some basic questions they now have to pass on to a staff person. Outside of Banner we will provide them greater training on University policies and procedure so they can use more of that information when assisting customers.

What could we or should we do with this information?

We hope others can use this example as a way to reach their student learning goals. In particular the method of providing directed and specific questions was an asset I feel is valuable in leading discussion with student on what they learned, rather than just asking in the moment. Such survey mechanisms allow the student to really explore and think about what they are learning and provide more "meat" to discussion.

Assessment Area (2 of 2): Online Graduation Application

What are you assessing?

Online Graduation Application pilot with College of Health Professions (COHP) for Fall 2011 and expanded to Spring 2012 graduation.

How did you collect this data?

The overall objective set was success of the pilot with goals of

- Saving time in Registrar's Office and in colleges
  - Measured by the number of hours of processing time in the Reg Office and from observation of saved hours from the college.
- Decrease time it takes to award degree
  - Document the time of the process compared to the old
- Decreasing time it takes to deliver materials to colleges
  - Document the time it takes to deliver compared to other colleges and years past
- Decrease the time it takes the "empty" hold for degrees "folder"
  - Document the time it takes to empty compared to previous years and other colleges
- Decreasing the number of steps of in the process
  - Measured by our steps and the colleges

Assessment Category:

What category does your assessment initiative fall under?

Customer Satisfaction / Participation / Other: Cycle Time

Assessment Results:

What did you learn as a result of what you assessed?

Saving time in office and in colleges

- The time it took to award the several hundred degrees for both Fall 2011 and Spring 2012 decreased significantly in the Registrar's Office. As processes were clarified between Fall and Spring, even more time was saved in the later semester's graduation processing. For example, in Spring 2012 we awarded 271 degrees from COHP. Under normal circumstances this would have taken approximately nine hours to complete the awards and other three hours to double check and verify names to be placed on the diplomas. The award process for these students using the Online Graduation application and subsequent reports, took approximately one hour total. The time spent verifying diploma names was eliminated altogether, because the student self-selected the names they wished to have printed. This process saved a total of 11 hours of work.
- COHP reported saving 2 + minutes per application in processing time.

Decrease time it takes to award degree

- AW status takes approximately 2-3mins per student. With new award process hundreds were awarded in approximately 30 seconds.

Decrease time it takes to deliver materials to colleges

- For Spring 2012 cleared students were due on June 18. Transcripts were run the same day and diplomas run the following day. Items were delivered the same week to COHP. Whereas, the other colleges did not print until a week later and it was another week to week ½ before items were delivered because the need to double check diplomas.

Decrease the time it takes the "empty" hold for degrees "folder"

- This took place daily with the new process. There was no waiting period for COHP hold for degree transcripts, as with other colleges.

Decreasing the number of steps of in the process

- Past steps
    - SHADEGR for each student on list,
    - Check Honors Program list and assign Honors for each student on the list
    - SGASTDN for each student on the list
    - SFAREGS for each student on the list
    - SHARQTC for each student on the list
- New steps
    - SHAMDEG batch process that runs ALL students
    - Error Report 1
    - Honors and Minors Report, which looks for ALL students with Honors (previously calculated within College, now run out of Banner GPA), Honor Program and Minors Assign Honors and Minors as necessary
    - SFAREGS, Batch transcript process for ALL students
    - While it doesn't seem as though number of total steps have decreased, they have significantly. For example, instead of doing SHADEGR for 271 students in Spring, we ran SHAMDEG probably less than 5 times, which awarded all students in that batch. The time it took to run SHADEGR for each of those 271 students would have been approximately 2 minutes *each*, whereas those 5 times of running SHAMDEG only took about 30 seconds each.

COHP reported

- Prior to the e-grad application:
    - Students were required to either stop in the College of Health Profession's Dean's office to complete a paper graduation application, or print one off of the website and either fax or mail it in. This posed a problem for many of our off-campus, online, and students on internship.
    - This data was then manually entered into a database by the college's commencement coordinator. I then distributed to various departments within the college and around the university.
    - Verification would then be received back from the college departments and a commencement letter would be sent to these students.
    - At the end of the semester, GPA's and transcripts were verified by college departments and double checked by each commencement coordinator before submitting the lists to records.

- With the online graduation application:
    - Timeliness of receiving the information is better than prior application process.
    - The accuracy of the diploma information including address is better.
    - Students seem to be more willing and comfortable with the online grad application.
    - Students can track where in the process their application is.

Explore Possible Actions Based on Assessment:

What investigative research, changes or improvements do you plan to engage in as a result of what you learned?

As a result of the pilot we have several items that will be improved and/or implemented upon:

- Opening the application to all Colleges
    - We hope to have all colleges online by Spring 2013, possibly Summer 2013
    - Optional mini pilots for Colleges to get "used" to new process and how it will work for them
    - Continued evaluation of the processes developed as other Colleges begin using the application
- Availability of reports developed to Colleges
- Error reports developed to avoid complications uncovered in the pilot
- Trouble shooting developed and ready for implementation when the application rolls out to all of the colleges
- Training materials developed and continue to be updated as results from pilots come forward
- Documentation of all processes to ensure all parties involved have access to processes developed

What could we or should we do with this information?

The successes we've had so far with the Online Graduation Application encourage us to ask more questions of how we can do things more efficiently and effectively. As a result more efficiencies have been made in regards to graduation processing. This includes batch transcript processing, removing unnecessary steps from graduation, and storage of Honors program designation. This also encourage us to look for areas outside of graduation to use innovated ways to get work done, and we hope others can learn from this as well and look for their own automations.

Part III (2012-2013)

What continuing or new assessment activities are you targeting next year (2012-2013)?

Possible assessments for next year include:

- Student Learning – FERPA
- Priority registration

STUDENT LEADERSHIP & ACTIVITIES

Submitted by: Angela Roman

Part I (2010-2011)

What changes did you make as a result of last year's assessment (2010-2011)?

Last year's assessment data showed that Student Leadership and Activities student staff needed more knowledge to do their job well and wanted more bonding time. As a result, training was incorporated more throughout the year instead of all at the initial welcome back training and more bonding opportunities with staff took place during the year. The staff went bowling and had dinner at the Rock.

The volunteer center was continuing to be assessed and as a result the center was successfully fully implemented into OrgSync and a survey was created for student to complete about their satisfaction of and learning at their volunteer opportunity.

Finally, learning outcomes in the OrgSync co-curricular record were updated to be closer in line with the Ferris State University Wide Outcomes.

Part II (2011-2012)

ASSESSMENT AREA (1 OF 2): STUDENT EMPLOYEE TRAINING

What are you assessing?

Time was spent through multiple opportunities to assess the learning and job satisfaction of our student employees. Survey assessment data was collected after group training sessions. Individual assessment was completed at performance evaluations. Focus group assessment was completed mid-year.

Assessment Category

What category does your assessment initiative fall under?

Student Learning
Satisfaction

Assessment Results

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

Using all assessment results students learned:

- 100% of student employees can answer phones appropriately, place customers on hold, transfer calls, navigate the website, list the components that make up the Student Leadership & Activities office, and search RSO information.

- 92% of student employees navigate the Ferris homepage to answer questions, practice proper opening and closing office procedures, and explain the basic functions of OrgSync and how the office utilizes it.
- 62% of student employees are able to recite volunteer Center and RSO reporting guidelines.

Using all assessment results staff have learned:
- Every student enjoys working in the office
- More specific training still needs to be provided and that a group training may not be the best way to accomplish this
- Student employees are learning general workplace skills but need more training on specific office procedures.

Explore Possible Actions Based on Assessment
What investigative research, changes or improvements do you plan to engage in as a result of what you learned?

This information is being shared with the student managers and professional staff to improve training and create learning goals in the next year. Assessment of student learning will continue in order to monitor improvements.

Assessment Area (2 of 2): Volunteer Center
What are you assessing?

We wanted to know how satisfied students are with the new OrgSync volunteer center process and what they learned as a result of completing their volunteer tasks. A survey was offered to all students who entered volunteer hours into OrgSync. There was a small participation rate of 21, however this is a huge increase from past survey's typically resulting in 1-3 respondents.

Assessment Category
What category does your assessment initiative fall under?

Satisfaction
Student Learning

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

By participating in a volunteer opportunity students learned:
- An appreciation of cultural and human differences
- Communicating effectively
- Personal development
- Sense of civic responsibility

Student Leadership and Activities staff learned:

- 76% of students were satisfied with the amount of volunteer opportunities
- 62% of students were satisfied with the volunteer reporting process
- 71% of students were satisfied with the amount of time it took to approve volunteer hours
- 57% of students were satisfied with feedback received from staff members
- 67% were overall satisfied with the services provided by the volunteer center
- There are many, many volunteers that report hours and such a low participation rate is a concern

Explore Possible Actions Based on Assessment

What investigative research, changes or improvements do you plan to engage in as a result of what you learned?

The Student Leadership and Activities staff will research how and when the volunteer center survey is provided to increase participation rates. Satisfaction could be higher so goals will be implemented to increase satisfaction. This information will be shared with the volunteer center manager and the volunteer center student manager.

Part III (2012-2013)

What continuing or new assessment activities are you targeting next year (2012-2013)?

The office of Student Leadership and Activities highlights assessment results that reflect our year's initiatives. For the 2012 – 2013 academic year, we have one initiative of focus:

Become a resource center for Student Organizations. We will be assessing the use of the resource center, implementation of new user guides using video presentations, increased reflection in the co-curricular record, and improved satisfaction with Greek organizations.

UNIVERSITY RECREATION

Submitted by: Cindy Vander Sloot

Part I (2010-2011)

What changes did you make as a result of last year's assessment (2010-2011)?

The Department of University Recreation used assessment to determine learning outcomes as a result of involvement and participation in intramural programs for the 2011-2012 year.

Part II (2011-2012)

ASSESSMENT AREA (1 OF 2): INTRAMURAL SPORTS PARTICIPANT LEARNING OUTCOMES

What are you assessing?

Intramural Sports plays an important role in the student's experience here. Our program had 377 teams in 21 sports for the Fall 2011/Spring 2012 season.

Using Ferris State University's Core Values and Mission Statement as a guide, our department assessed learning outcomes of intramural sport participants.

Assessment Category

What category does your assessment initiative fall under?

This assessment measures student learning outcomes as a result of involvement and participation in University Recreation Intramural programs.

Assessment Results

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

- 66% of participants surveyed feel that participation in intramural sports helped them improve their fitness level
- 47% of participants surveyed feel that they improved their leadership abilities by participating in intramural sports
- 47% of participants surveyed feel that their organizational skills improved as a result of participation in intramural sports
- 53% of intramural sports participants surveyed feel that participation helped them improve their time management skills
- 38% of participants surveyed feel that participation in intramural sports helped them improve their conflict resolution skills

- 54% of participants surveyed stated that participation in intramural sports improves their self-confidence
- 50% of participants surveyed state that participation in intramural sports increases their feelings of self-worth
- 64% of intramural sports participants surveyed believe participation has improved their ability to work with diverse groups
- 68% of participants surveyed feel their sense of belonging within the university has improved as a result of participation in intramural sports
- 86% of intramural sports participants surveyed have an increased satisfaction with their university experience as a result of participation in intramural sports
- 81% of intramural sports participants surveyed state that participation has improved their social relations
- 66% of participants surveyed feel that participation in intramural sports reduced feelings of social alienation
- 82% of participants surveyed feel their ability to work within a team has improved as a result of participation with intramural sports
- 41% of intramural sports Team Captains believe that their experience has helped them become a leader in other organizations or activities

Explore Possible Actions Based on Assessment

What investigative research, changes or improvements do you plan to engage in as a result of what you learned?

This assessment only reached 100 participants, which is a small portion of the population involved in intramural sports. For future assessment, we would like to reach out to a wider audience to get a more accurate picture of the learning outcomes experienced.

The Department of University Recreation professional staff will continue to guide and teach the students of Ferris State University using our evolving vision and outcomes. We will strive to teach our student population the importance of articulating their learning outcomes and provide them with necessary life skills for personal development and growth.

Assessment Area (2 of 2): Needs Assessment for the Patrons

What are you assessing?

In an effort to better understand and serve the needs of our patrons, we did a Needs Assessment during the Fall 2011 semester. Our main goal with this assessment was to find out the overall level of satisfaction with the Student Recreation Center's offerings of programs, equipment and hours of operation.

Assessment Category
What category does your assessment initiative fall under?

This assessment measures patron satisfaction. We had 183 respondents.

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

- 64% of assessment participants wanted the SRC open on Saturdays
- An additional 19% stated the weekend hours are inconvenient
- 60% of assessment participants stated their needs were satisfied with the equipment offered in our facility
- 10% of assessment participants stated they would like to have a treadmill at the SRC and 6% would like more bikes and elliptical
- 82% of assessment participants do not attend fitness classes
- 50% of assessment participants do not attend fitness classes with no reason given
- 24% of assessment participants do not attend fitness classes because of time conflict

Explore Possible Actions Based on Assessment
What investigative research, changes or improvements do you plan to engage in as a result of what you learned?

- Opened on Saturdays for Spring 2012 semester
- Purchased additional elliptical for Spring 2012 semester
- Varied fitness class times for Spring 2012 semester

Part III (2012-2013)

What continuing or new assessment activities are you targeting next year (2012-2013)?

Our department would like to assess learning outcomes as a result of involvement and participation in club sports for the 2012-2013 year.