FERRIS STATE UNIVERSITY

DIVISION OF STUDENT AFFAIRS

2014-2015 Assessment Highlights

August 25, 2015

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INTRODUCTION

Student Affairs Vision Statement: Every student will achieve success.

Today, with the leadership of Leroy Wright, Dean of Student Life; Kristen Salomonson, Dean of Enrollment Services; and members of the Student Affairs Assessment Committee, the Division of Student Affairs assessment efforts continue to thrive. Since starting as Vice President of Student Affairs in 2014, Dr. Jeanine Ward-Roof has empowered and challenged the Division to think about how we impact student learning and student success as a result of our ongoing initiatives. With Dr. Ward-Roof's support, members of the division have worked diligently to develop a plethora of ongoing assessment initiatives that are highlighted in this year's report. The Student Affairs Division engages in a comprehensive program of ongoing assessment in order to improve our services to students, faculty, staff, and others by ultimately following the division's mission statement, philosophy statement, and three main assessment goals.

Student Affairs Mission Statement: We facilitate opportunities for students to access higher education and participate in student-centered learning through diverse experiences that support engagement, retention, and graduation.

Student Affairs Philosophy Statement: Learning can take place anywhere and connecting students with learning and engagement is paramount to our work. Moreover, we believe: that students are responsible for their decisions and overall education; staff engages students in collaborative and developmentally appropriate ways to prepare them for their roles at Ferris and in our global society; the campus community celebrates the pursuit of learning in a multicultural and inclusive environment.

Student Affairs Assessment Goals:

- Monitor student usage of division programs, services, and facilities.
- Identify needs of students as well as satisfaction with programs and services offered.
- Determine educational and personal outcomes associated with Student Affairs programs and services.

The current Student Affairs Assessment Committee consists of:

- Nicholas Campau
- Matt Chaney
- Deanna Goldthwait
- Cindy Horn
- George Nagel
- Lisa Ortiz
- Angela Roman
- Kristen Salomonson (co-chair)
- Leroy Wright (co-chair)

Our assessment work is an ongoing learning process and one that aspires to facilitate the following learning outcomes for our students: gain access to an educational experience; appreciate and increase an understanding of individual differences and similarities within our global society; enhance their degree of engagement and sense of belonging; demonstrate personal responsibility and accountability; explore and demonstrate how making healthy lifestyle choices affects their success; develop skills to think critically and apply knowledge; and demonstrate effective communication skills. **The following are highlights of the assessment initiatives from the Division of Student Affairs for the 2014-2015 academic year:**

Admissions (Events)

Submitted by: Eric Simone

Part I: Last Year (2013-2014)

What changes did you make as a result of last year's assessment (2013-2014)?

As a result of last year's assessment, we changed event dates for the Admitted Student Open House to reflect the demand of students. Instead of offering five events ranging from February 1, 2014 to March 29, 2014, we offered three events from February 21, 2015 to March 21, 2015. More information regarding demand and locations will be discussed in the assessment below; however, the date changes allowed us to bring in almost the same number of people, and by having 3 events instead of 5, we experienced a large cost savings.

Another change that occurred based on assessment, was with the Dawg Days program. As indicated from last year's assessment, we had multiple recommendations on how we should include a sporting event. As a result, we offered a "Dawg Days Football" event on November 8, 2014. The event was extremely well received, bringing in an all-time record number of Dawg Days guests (184 students, 424 total guests). This event included an admissions presentation, campus tour, and complimentary admission to the final Ferris football game. Guests at the game witnessed our Bulldogs finish the season undefeated. For a fun authentic feel and through cooperation with the local Lion's Club, each guest received four different meal vouchers for the concession stand, allowing them to choose a wide variety of options at a cost comparable to feeding them at a dining facility.

Part II: Current Year (2014-2015)

What are your Assessment Highlights for the current year (2014-2015)?

Assessment Area (1 of 2): Admitted Student Open House

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

During the Admitted Student Open House, we wanted to assess student satisfaction and the number of students in attendance yielded from the event. This data was collected via emailing surveys to the students who attended the event. The surveys asked for student feedback in regards to each informational session they attended at the event, as well as the overall event. We sent out 298 total surveys and the response rate was an average of 27% across the series. We hope to see an increase in satisfaction with the changes made to the events structure. Student input will be used to modify the event for the upcoming year as well.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Customer Satisfaction

Assessment Results:

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

- **Participation-** In regards to participation, the Admitted Student Open House event series had a total of 298 students attend in 2015. This is 29 fewer than the 327 students that attended in 2014; however, only 3 events were hosted instead of 5. Total guests decreased from 823 in 2014 to 793 in 2015, a decrease of 30 guests (-3.6%). While it is too early to know the percentage of students yielded from attending the event to enrolling at the university, indicators are looking good. Of the 298 students that attended the event, 232 students (77.8%) attended orientation for fall 2015 semester. In 2014, 69.1% of students who attended an Admitted Student Open House enrolled at the University. We are satisfied that even though we had fewer events this year, we obtained nearly as many students, and with a higher yield. We are hoping for an increase of student enrollment based on the high percentage that attended orientation.

- **Customer Satisfaction-** In regards to customer satisfaction, survey results strongly indicate that students and guests were very satisfied with the event. While we offered the same sessions as the year prior, it is apparent based on survey results for each presentation, that an Alumni presentation is the least desirable to attend, and typically the lowest rated by a prospective student. Although overall our results were similar to the year prior, we also had a large number of students indicate that they would rather attend these events on-campus in the future. The net promoter scores for these events emphasize this.

Net promoter scores indicate based on satisfaction, how likely a guest is to recommend us to a friend or colleague. Statistically, scores of 9 or 10 indicate a student will go out of their way to talk about the positive experience they had at the event and is considered a promoter. A score of 7 or 8 indicates a student may speak positively about us but only if prompted to discuss the visit and is considered neutral. A score of 6 or lower indicates a student will likely speak negatively about the experience and is considered a detractor. The Grand Rapids event had an average net promoter score of 8.73, Auburn Hills was 9.05, and Big Rapids was 9.26. Considering these scores, we now have a plan to offer all events in Big Rapids for 2016. Additionally, in 2014, we had 120 students and 344 total guests attend our Big Rapids open house. In 2015, that number skyrocketed to 206 students and 542 total guests. This is our largest Admissions event to date.

Explore Possible Actions Based on Assessment:

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

Based on this past year's data, we intend to revise our plan to further cost savings for the university, as well as provide the optimal experience for our prospective students who are highly likely to attend Ferris in the fall semester. First, we intend to have two Admitted Student Open House events, both located on the Big Rapids campus. We should be able to accommodate as many or more students on campus, save a lot of money that otherwise would go toward reserving venues and travel expenses, and allow students to see our well-received new University Center. Second, we do not plan to continue an Alumni presentation. We value the input that younger alumni provide, but prospective students are not ready to relate to those who are out of school. An alternative presentation that we may look into is one that focuses on intramural sports and/or athletics. This is a topic that students commonly ask about at the events. Finally, we will look into seeing if other areas, such as academic colleges, are interested in attending the open house events as they are the missing component toward a holistic campus event. Previously, due to travel restrictions and a limited number of tables from our venues, this was difficult to accomplish; however, the University Center should be able to accommodate this. Only 9.4% of students who attended an Admitted Student Open House event had previously attended a Dawg Day, which gives a value-added experience to the majority of students in attendance.

Assessment Area (2 of 2): Dawg Days

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

During the Dawg Days program, we assessed customer satisfaction through email survey responses. For the 585 surveys sent to the prospective students who attended across the series, the response rate was roughly an average of 16%. We also assessed the attendance rate of the events and will be looking at the yield of students attending Dawg Days who enroll in class during their respective entry term.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Customer Satisfaction

Assessment Results:

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

1) **Participation-** In regards to participation, we had 585 students attend the Dawg Days event series in 2014-2015 compared to 621 in 2013-2014, a decrease of 36 students (-5.7%). The total attendance of students and guests in 2014-2015 was 1429, down from 2013-2014 with a total of 1612. This was a decrease of 183 total (-11.3%). As indicated above however, our pilot of the Dawg Days Football program brought in a record number of students/guests. On November 8th, 2015, 424 total Dawg Day guests (184 of which were students), were able to watch the final Ferris football game and witness our Bulldogs go undefeated for the season.

While Dawg Day student attendance is relatively steady with 585 students attending in 2014/2015, 621 students in 2013/2014, and 536 students in 2012/2013, our daily visits have steadily increased based on improved visit availability and improved communication regarding our events. Our daily visit programs this year had 1984 students and 4762 total guests attend throughout the 2014/2015 year, compared to 1884 students attend and 5004 total guests in 2013/2014. The 2012/2013 year saw 1464 students attend and 3644 total guests.

- **Customer Satisfaction-** In regards to customer satisfaction determined by electronic surveys that students receive and return after the event, it is apparent that Dawg Days had very high satisfaction rates. This year, we modified Dawg Days from a conference style event to mimic the weekday visit programs, per recommendations by the Render Consultant. While this modification could be the cause for a decrease by our potential students, it positively changed the atmosphere of the Dawg Day event. Previously guests utilized Dawg Days as a second visit to learn more about the campus, but now guests use it as a first University visit experience.

  Using the same timeframe as previous tours, we have modified our tour routes to include more of campus. While the primary locations are the same (Timme, FLITE, North Quad, University Center, UREC, Brophy Hall, and IRC), the route is more strategically laid out so that guests do not experience walking the same area more than once. This has cut back on complaints about walking through duplicate areas of campus which can be physically fatiguing to guests. It has also increased positive comments in regards to the discussion from our tour guides of other buildings that are walked past while on the route, such as Arts & Science buildings, Johnson Hall, Swan, Birkam Health Center, East Campus Suites, Pickell Hall, as well as buildings visible on west campus, such as Pharmacy, Michigan College of Optometry, and VFS.

Explore Possible Actions Based on Assessment:

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

Based on assessments, we plan to continue operating Dawg Days similarly with some small tweaks. While there is an improvement of traffic flow in the University Center, we need to ensure proper staffing at our tables, and look at modifying start times as many guests arrive 30 minutes before check-in and some departments are not yet at their tables. We plan to publish a start time of 9:15 am instead of 9:00 am, but still have staff ready at the same time. Our goal is to ensure that energy is not lost during the visit experience by too much down time. We also plan to implement a better solution for our "goodbye" portion of the visit. As discussed by Render Consultants, our Dawg Days lack a proper send-off. Once the event is done, guests often go on their way without one last point of contact. Currently this is being discussed. One idea includes having a "send off" from our volunteers located outside or next to the exiting doors, thanking our guests for attending and to be available for any last minute questions. Creating signage/banners that represent the "send off" message is also an option being discussed (similar to our new outdoor 'Welcome' banners).

Part III: Next Year (2015-2016)

What continuing or new assessment activities are you targeting next year (2015-2016)?

Moving forward, we are looking at continuing assessments for participation and customer satisfaction. However, we would like for the Assessment Committee to take into consideration the due date of the final report so that yield and enrollment may play a more critical role in the assessment process.

I would also like to do an assessment on Guidebook, a new mobile app tool that is being used with our visit programs, as we have many metrics at our disposal. We piloted Guidebook for orientation the past two months with success, and are expanding it to our visit programs and accepted student programs as well. This would include user's metrics and satisfaction survey results. Ideally, we would like to see our current metrics increased or maintained with the changes.

Admissions (Process)

Submitted by: Charlotte Tetsworth

Part I: Last Year (2013-2014)

What changes did you make as a result of last year's assessment (2013-2014)?

Last year's assessment was on the use of the auto admit feature in Banner. We have continued with the current process and have added reduced thresholds to increase additional auto admitting. It was recommended to reach out to students who are not originally admitted to their program of choice. A committee was convened to revise our admission letter inserts to improve communication of this information. As we move forward, we are looking at follow up phone calls to the general studies students, specifically to give that one extra touch point and answer any questions up front.

Part II: Current Year (2014-2015)

What are your Assessment Highlights for the current year (2014-2015)?

<u>Assessment Area (1 of 1): Veteran Support Services</u>

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

This year's assessment has focused on building our veteran support services. This data is collected by first taking inventory of our current services and then looking at how we can incorporate our veteran population into our current services, as well as assessing additional services we may need to provide to our veteran students. Our Veterans Specialist, Adam Forbes; our Veterans Resource Representative, Jake Schrot; and I have worked closely with our veterans to obtain their opinions and thoughts on services here at Ferris.

Through support from the VP office, we have implemented Kognito Veteran training for students, faculty, and staff. This training helps individuals enhance their understanding of working with our veteran population. Our initial numbers are quite low with 30 individuals completing training thus far. It is our plan to move forward with additional outreach and marketing to attract a larger audience.

Assessment Category:

Question: What category does your assessment initiative fall under?

Customer Satisfaction/customer service – creating a fully developed plan of service for our veteran students.

Assessment Results:

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

We have a long way to go, but are moving in a positive direction at a respectable speed. When we first started our conversations, we identified 3 levels of service: Basic Needs, Enhanced Services, and Optimal Levels. We feel that we are currently administering Enhanced Services, and approaching Optimal Levels. Educational Benefits processing has allowed us to identify additional administrative support. We just received word from the Michigan Veterans Affairs Agency (MVAA) that Ferris State University is now a Gold Level Veteran Friendly school, which means that we provide 6 or more areas (out of 7) of excellent service to our Veterans. This would not have been attainable just two short years ago. Our current VA audit implies that we are running at above optimal levels of efficiency (16%, where acceptable levels occur at 30% or below).

Explore Possible Actions Based on Assessment:

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

This next year will provide us with a new veteran data collection as well as reporting opportunities. Reports have been developed to improve communication in regards to our veteran's and/or their dependent's applicant data, and improve communication to our veterans who have signed up for Orientation. Additional reports are in development to provide us with more detailed veteran information, such as whether or not the student is a veteran vs a dependent, as well as those who are using benefits vs those who are not. This will help us reach out to our veteran population and provide them with information on support services. We need to maintain our Gold Level of services.

A committee has convened to discuss improving transferability of veteran service and education for credit. This is very new and I expect to see a greater transfer credit for our veteran students based upon this committee work.

Part III: Next Year (2015-2016)

What continuing or new assessment activities are you targeting next year (2015-2016)?

The Veteran assessment will continue this year as many of the communication pieces will provide us with data as to the effectiveness of the communication. Kognito will continue as well as a marketing plan to create awareness of the training. Finally, the development of the transfer credit evaluation plan for Veterans will bring us interesting numbers as well.

Admissions (Recruitment)

Submitted by: Angela Garrey

Part I: Last Year (2013-2014)

What changes did you make as a result of last year's assessment (2013-2014)?

We expanded our efforts over the past year in regards to Salesforce/Target X. We have built more dashboards, created more reports, and expanded our marketing campaign efforts in all formats.

Part II: Current Year (2014-2015)

What are your Assessment Highlights for the current year (2014-2015)?

Assessment Area (1 of 2): Daily Visits

Question: What are you assessing?

In regards to recruitment efforts, one of the assessments determined this year was to improve the vision of our daily visits. In moving forward, our vision was to have continuous improvements that fit our guests' needs and ensure that they have a good experience when visiting campus. The daily visit assessment included an evaluation of our daily visit, comprised of our campus tour, tour guides, presentation, physicality of campus, and overall atmosphere of campus.

How did you collect this data?

- Use of a current student PR campaign
- Vendor - Render
- ENSVEC committee was formed

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation/Capacity Management

Assessment Results:

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

The result of the assessed outcomes for our visitation programs is one that we have done a good job with, but one that we could do a great job with. Using our current students, we strive to create a unified campus, build pride, and show courtesy to all of our guests when visiting campus.

Explore Possible Actions Based on Assessment:

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

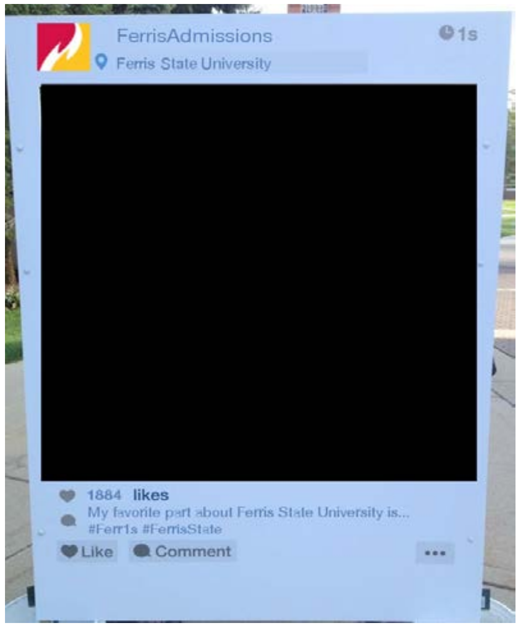
Based on assessment and results from the Render Consultants and survey information, a new committee was formed called the Enrollment Services Visit Experience Committee (ENSVEC). This committee includes Shelli Garland, Eric Simone, Jessica Simon, Jason Daday, Rebecca Vokes, Heather Stewart, Cindy Horn, Linda Stevens, Diane Stevens, Travis Fletcher, Tami Wolverton and Laura McKiness. Through assessment, the process of registration was evaluated. The committee reviewed other school sites and compared it to our own, making some adjustments specific to the confirmation emails, as well as placing a cap of 45 guests. We have begun offering a meal ticket to our guests who are registered for afternoon visits. Since establishment, over 60 % of guests have communicated that they enjoy having a meal on us.

For the check in process, we have returned to utilizing the welcome desk on the 1st floor lobby area in Timme Center, and using our STARS to greet guests. In addition, we have added more content to our televisions in the lobby of the 2nd Floor in the Timme Center.

Changes to the presentation conducted by a recruiter will be shortened to 20–30 minutes. The recruiters will begin the tour as they walk over to the Rock Café' for lunch. This change assists with the newly redesigned and enhanced tour provided by our STARS.

Our improvements not only focused on our guests, but also on our staff. Our goal was to have staff become more involved in the welcoming of our guests. To do so, all staff receive a daily email that informs them of the number of visitors; the location the visitor is coming from; and other information about the group visit. Involvement from other areas of campus were as follows: the Student Recreation Center added club sports banners and Social Greek Life banners, and Admissions purchased Guidebook, which assists with the visit /orientation experience and makes the visit more interactive with students and families.

Finally, we have included additional social media opportunities. See below an example of a simple Instagram post that students could participate in and share with their followers. We realize that students help recruit future students via social media.



<u>Assessment Area (2 of 2): Telemarketing</u>

Question: What are you assessing?

Target X/Salesforce is the Customer Relations Management (CRM) tool that we have been using. Built into the CRM are campaign tools. In this assessment year, the Telemarketing Campaigns tool is one that the recruiters took the most active role. Recruiters focused on making sure to communicate more with our students using multiple channels. Communication efforts include face to face exchanges while on travel, as well as on campus visit events, social media, email campaigns, and text campaigns (many of which are automated).

One focus of the campaign was to look at a more effective way to reach students via an automated telemarketing process in exchange for an archaic process consisting of a phone call list on an excel spreadsheet.

How did you collect this data?

Reports

Assessment Category:

Question: What category does your assessment initiative fall under?

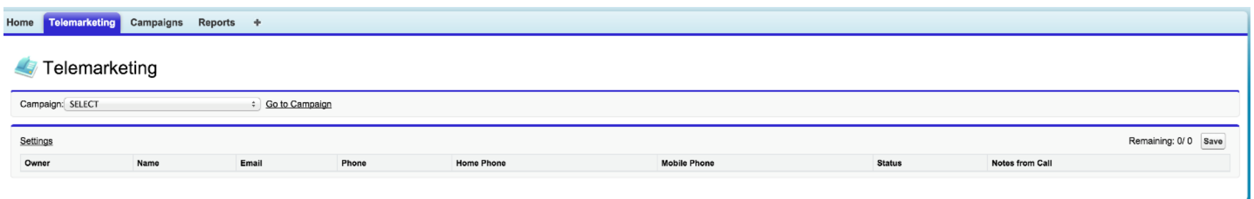
- Participation Capacity Management
- Customer Service

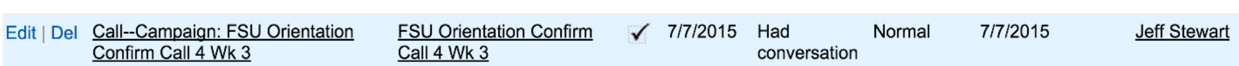
Assessment Results:

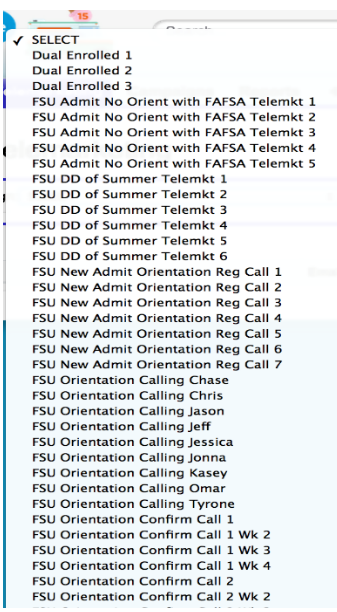
Question: What did you (or your students) learn as a result of what you assessed?

Our staff was able to utilize Target X/Salesforce to help build relationships with the student. Within Salesforce, recruiters were required to note information regarding the phone call, highlighting each interaction they have had. In addition to using the telemarketing feature, we are able to make calls with a specific target or purpose. In targeting specific areas, such as orientation reminder calls, Dawg Days Invitations, and Financial Aid leveraging, we were able to be more efficient with our time and efforts.

Telemarketing gives recruiters another channel in which to reach out to students and their parents. It allows the recruiter to engage with the student and make sure that we are working with students who express interest in Ferris. Below are examples of what the recruiters see and how the student record information displays in Salesforce.







Jonna Skinner, Admissions Recruiter, started working on this effort and with support of Sherry Standen, developed the scripts and reports, and set up the telemarketing campaigns.

The end result is an improvement of the ability to track the phone calls going out and having a more purposeful calling occurrence.

Explore Possible Actions Based on Assessment:

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

While reaching out to students and parents via our telemarketing campaigns, we learned that our telemarketing campaign proved to be a positive experience as we were able to answer many last minute questions, and customers seemed to appreciate the opportunity for the call. A few things that we will continue to work on are the earlier processes of student admissions and to increase our call volume. Currently we are calling at a 45 % rate and we would like to see this increase to a 65 % rate.

Part III: Next Year (2015-2016)

What continuing or new assessment activities are you targeting next year (2015-2016)?

Next year we would like to assess the use of a new survey tool: getfeedback.com. We will assess the survey results in terms of the information that can be helpful to Admissions as well as others in Student Affairs.

We would like to review our support services for First Generation students through the process of admissions, financial aid, and retention. It is our goal to ensure they're successful throughout their collegiate lifecycle.

We will also focus our assessment efforts on increasing the usage rate of technology by Admissions staff in comparison to what is currently being used.

Birkam Health Center (BHC)

Submitted by: Renee Vander Myde

Part I: Last Year (2013-2014)

What changes did you make as a result of last year's assessment (2013-2014)?

From last year's assessment we learned that the renovations to the Birkam Health Center (BHC) may be positively correlated with an increased revenue base generated within the year. However, we have made other changes as well, which include accepting more insurances, improved billing practices including efficiency, and ensuring billing codes were accurate and complete.

We also learned that this year in particular, more student patients returned to the BHC. In the previous years, the BHC was seeing more new patients by nearly 3 to 1; however, this year, it was nearly equal.

Part II: Current Year (2014-2015)

What are your Assessment Highlights for the current year (2014-2015)?

Assessment Area (1 of 2): Diagnoses and Services Rendered

Question: What are you assessing?

This year, we looked at patient visits and tracked most common diagnoses and services rendered in the BHC. We used our own medical records system, Medicat, to identify the most common visit diagnoses rendered. We also compared that to the National College Health Assessment (NCHA).

Assessment Category:

Question: What category does your assessment initiative fall under?

The ultimate goal was to determine how we can be most efficient with service provision while seeing as many patients as possible.

Assessment Results:

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

We learned that the most common patient visits are consistent with national college health data. We also learned that we can streamline care to address the patient flow in order to most efficiently handle the bulk of conditions. This is not to be confused with an 'assembly line' approach, but to maximize the center's ability to see as many patients as possible. We may even look at services we rarely offer and eliminate them.

Explore Possible Actions Based on Assessment:

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

One possible action we might take, is piloting becoming a walk-in clinic, with no previously scheduled appointments, or at least offer walk-in hours in the morning and afternoon. This will allow for the greatest number of patients and address the most common complaints. Patients want to be seen quickly rather than having to wait (a common complaint) and do not want to be turned away entirely (although this happens infrequently, it's a problem), due to a high volume of scheduled appointments. This type of care may be piloted as soon as the 2015 Fall semester.

Assessment Area (2 of 2): Quality Management Program

Question: What are you assessing?

The BHC underwent an extensive external Peer Review conducted by the American College Health Association (ACHA) with the purpose of helping us create a quality management program.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction - Ultimately, customer satisfaction is the overarching goal. However, we must look at all the aspects of health care that lead to customer satisfaction, including but not limited to, quality management activities. Quality management considers the clinical care, examined through peer review, of patients to ensure Best Practices are followed to the best of a health center's ability.

Assessment Results:

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

We learned that there are several areas we need to improve upon, including being a more inclusive and welcoming center. We also learned that ongoing peer review is required to ensure that medical best practices are being engaged in. The required peer review also provides support for the clinicians if education and/or additional training is warranted.

Explore Possible Actions Based on Assessment:

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

Based upon results of the Peer Review, we will explore contracting medical direction to address ongoing peer review and quality management activities. We will also attempt to create a health education campaign that addresses inclusiveness for all patrons, and welcomes diverse student populations, which will include staff training.

Part III: Next Year (2015-2016)

What continuing or new assessment activities are you targeting next year (2015-2016)?

Continuing to assess our patient and service volume is an ongoing activity and one that must be conducted to ensure fiscal responsibility. If we are able to change the clinic workflow model to include designated walk-in hours and/or days, we will assess the effectiveness of that to determine if we decreased wait times while increasing patient care volume.

We will have to create an assessment system to track peer review results once we are able to establish a clear peer review protocol. The first part is to establish the standards of care and to create the peer review team.

New assessment activities will hopefully include the deeper collaboration between health and counseling services through the addition of a contracted psychiatrist.

Budget Management

Submitted by: Deanna Goldthwait

Part I: Last Year (2013-2014)

What changes did you make as a result of last year's assessment (2013-2014)?

I continue to evaluate the phone bills in each department and address the needs and concerns of the phones used. We are still finding that the current phones may not be meeting the needs of each department and are working to make the necessary changes.

Since evaluation of the Personal Counseling Center (PCC) and the Center for Leadership, Activities and Career Services (CLACS) areas of the division, we were able to make a major funding change in the PCC department. Beginning FY16, the PCC became a 100% general funded department. This change will give us the funding support we need to support the mission of that department and also support the faculty positions as they receive merit/market increases annually. In CLACS, we were able to alleviate the funding burden by requesting that the Finance Division consider funding ½ of the Fund Administrator's position. This position requires working approximately ½ of their hours with the finance division directly. By making this change, it has helped to build in a buffer in the CLACS budget for operations.

Part II: Current Year (2014-2015)

What are your Assessment Highlights for the current year (2014-2015)?

<u>Assessment Area (1 of 1): Divisional Carryover</u>

Question: What are you assessing?

This year I assessed the divisional carryover. I ran several reports and created a detailed spreadsheet on the history and the activity within the divisional carryover. I met with the Vice President several times to look at what has caused our carryover, and then worked on our plans for what we can do with these funds in the future. We also met with each director who had carryover in their area to discuss future plans and goals for the use of the funding.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Other – With the arrival of a new VP of our division in 2014, it allowed me to work directly with her to identify the funding, and then use this to work towards achieving many of the goals that she had set for the division.

Assessment Results:

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

I was able to identify that a major part of the carryover funds that our division had from previous years was due to expenses not correctly hitting the appropriate foaps. Also, we had a few higher paid positions vacated for a significant amount of time, resulting in quite a bit of salary savings. I also found that a few areas were "saving" for future projects and initiatives. As a University, we are looking at carryover balances in the general fund and non-general fund accounts as well.

Explore Possible Actions Based on Assessment:

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

By doing an in-depth assessment of the divisional carryover funds, this has allowed us to come up with a five year plan of what we would like to accomplish over the entire division. This will help us to know what improvements we can make within each department. The carryover funding will be used for departmental renovations, new programs to benefit students, training and professional development, branding of our division, and other key activities that help support the mission and vision of Student Affairs.

Part III: Next Year (2015-2016)

What continuing or new assessment activities are you targeting next year (2015-2016)?

Next year I will target budgetary knowledge throughout the division. I plan to conduct a survey and have all Student Affairs employees take it. I would like to get an idea of how knowledgeable the staff is on how our budget works, and then also get an idea of what training and educative opportunities I need to continue to work on. I will be reviewing this from a director level and then all others separately, so I can ensure the directors are very comfortable with the budgetary data, as they are ultimately responsible for their respective departments.

Center for Leadership, Activities and Career Services (CLACS)

Submitted by: Angela Roman

Part I: Last Year (2013-2014)

What changes did you make as a result of last year's assessment (2013-2014)?

Event Attendance – We created a weekly Facebook post of all the events happening in the week, and continue to conduct surveys on what students are interested in so that we can address those topics in programming.

5 Star Event Learning Outcomes – The assessment data was given to the Student Leadership & Activities Advisory Council and was used to help approve topics for Fall 2015 events.

Part II: Current Year (2014-2015)

What are your Assessment Highlights for the current year (2014-2015)?

Assessment Area (1 of 2): University Center Student Open House

Question: What are you assessing?

The opening of the renovated University Center offered Student Affairs a chance to coordinate a very large event for students. The goals were to acclimate students to the building, meet the people in it, learn how to use the building services, and to see how every space of the University Center can be used to have a successful event. We also wanted students to have fun, meet new people, and take pride in this new building that was created for them.

Because this event was so large, we also wanted to assess students who did not attend the event and to find out why. We used a campus-wide student survey to collect information. It was sent via email to all Big Rapids campus students and stayed open for 2 weeks. Data from this event is as follows: 128 students completed the survey and 58% of students who responded to the survey, attended the event. Only respondents stating they attended the event were asked follow up questions about the event.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Program effectiveness
- Participation
- Student Learning Outcomes

Assessment Results:

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

We learned:

- Over 2000 students participated in the event.
- Free food was very popular for this event.
- Email is the number one way students heard about the event, second was from a friend.
- 75% of respondents said they attended between 10pm and 11pm, 64% attended between 9pm and 10pm.
- 69% of respondents said they talked to a faculty or staff member at the event.
- 68% of respondents said they talked to another student they did not know.
- 52% of respondents said they liked the food best when asked what part of the event they liked the most.
- 93% said they would attend this type of event again.
- 48% of respondents who did not attend the event had prior commitments and 37% did not know about the event.
- 26% of respondents said they didn't attend because it was on a Friday and 28% because it was in the evening.

Students learned:

- 91% of respondents stated they could identify where Starbucks was located; however, only 65% said they could identify where the Center for Leadership, Activities, and Career Services was located.

Explore Possible Actions Based on Assessment:

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

Based on the assessment results:

- Students did not learn about all the departments and services available to support their activities (i.e. University Center staff, Nutrition services, Veteran Resource Center, and CLACS). The University Center and its departments will need to continue to showcase their resources and locations.
- Due to the attendance number and the survey results, advertising for the event was successful.
- This type of event needs to take place again.
- Continued work needs to occur in order to change our student culture in regards to attending weekend evening programs.

<u>Assessment Area (2 of 2): Cross-Campus Relationships and Collaboration</u>

Question: What are you assessing?

The CLACS office is continuously programming activities for students. In the past few years, attendance has been decreasing. When we talked with students, it was clear that they were attending events, but due to the quantity of programs, increase in attendance is not practical. Additionally, in a time where there is not an increase in resources that assist us in our jobs, we needed to rethink our programming model. This year, CLACS staff focused on finding gaps in programming, sought out hot topics that needed to be addressed, and went out to others around campus to work together to meet the needs of students. Our assessment was to keep track of these relationships and the collaborations that took place.

Assessment Category:

Question: What category does your assessment initiative fall under?

- SA Initiative – Create intentional student engagement
- Demographics
- Collaboration Outcomes

Assessment Results:

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

The CLACS staff held their own focus group to reflect on all the relationships and collaboration that took place in the last year. From this we discovered that 72 unique relationships were built by the CLACS staff over the past year. In some way, a new discussion or activity began with each of these 72 people even though some we have known for years. In addition to reporting tangible outcomes, we categorized by Division to see if we were truly collaborating across campus. Our findings are:

- Academic Affairs – 35 relationships; Significant Outcomes – Carol Rewers partnered in an ASL project where her Human Resources students held walk-in resume reviews in the CLACS office for two weeks before Career Fair; Todd Stanislav partnered to create a Civically Engagement faculty award and co-presented it at the Torchbearer Awards Ceremony; Charlie Malone and Peter Bradly shared their VISTA volunteer with the CLACS volunteer center to assist in creating and posting more volunteer opportunities for our students.
- Administration and Finance – 15 relationships; Significant Outcomes – Bryan Marquardt partnered with us to provide room and board for the 2015-2016 VISTA volunteer assigned to work full time with the Volunteer Center; Jerry Scoby presented on fiscal responsibility at the RSO Treasurers' Meeting; Tim Jacobs is now a Greek Life and RSO conduct liaison, assisting our student organizations in understanding risk management and the rules they need to operate under; Laura Seay offered free Starbucks coffee coupons to students who received an in-person resume critique at the CLACS "Coffee and Critiques" sessions throughout the year.
- Marketing and Advancement – 5 relationships; Significant Outcomes – Anne Hogenson partnered with us to create a special trademarked logo for Registered Student Organizations and club sports; Sandy Gholston and his student staff partnered with us to

get the weekly "Lowdown" video broadcasted across campus, and to include more information or special segments regarding our annual large events.

- Extended and International Operations – 4 relationships; William Sartore and Piram Prakasam are partnering with us to create an international student organization travel policy; Margaret Lyons and Grand Rapids pharmacy faculty are now using the RSO rules and registration process that main campus student organizations follow; Jocelynn Goheen is collaborating with the Career Center to bring career readiness and Bulldog CareerLink discussions to students and faculty in Grand Rapids.
- Student Affairs – 11 relationships; Jennifer Stevens worked with CLACS to produce a Career Center advertisement in the new spring 2015 commencement book; Angela Palmer and Shana Beisiegel partnered with CLACS to offer a combined student employee training session; Mark Schuelke partnered with CLACS to offer a Student University Center open house and several other Friday evening University Center programming efforts.
- Diversity and Inclusion – 2 relationships; David Pilgrim and Patty Terryn partnered with us to provide pizza for students who completed the Diversity Climate Survey in the University Center.

In reviewing the above, the CLACS team has done a great job of reaching across campus. At a glance, the number of relationships per division is a good representation of the amount of people who work in that division. The significant outcomes clearly identify ways that we impacted student needs and activities.

Explore Possible Actions Based on Assessment:

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

We will continue to collaborate with others and will take this information to help student organizations reflect on their successes in a similar manner. Since student organizations are the major programmers on campus, it is important for us to help them see the benefits of collaborating with others.

Part III: Next Year (2015-2016)

What continuing or new assessment activities are you targeting next year (2015-2016)?

- Career Center – We will assess the current career services offered throughout the University and develop a gap analysis.
- Student Engagement – We continue to increase student engagement and plan to showcase/highlight an activity, and look at a solution to get students more engaged.
- CLACS customer service and branding – we are working this coming year on improving our branding, image, and customer service.

- Greek Life – We will assess the results of intentional hazing, alcohol, and new member programming planned for this Fall.

Financial Aid

Submitted by: Sara Dew

Part I: Last Year (2013-2014)

What changes did you make as a result of last year's assessment (2013-2014)?

We made the homework assignment a mandatory requirement for the FSU 100 Money Management presentations for fall 2014 after a successful pilot. Students from our Financial Awareness Student Team (FAST) followed up with a personal email to each student who failed to correctly identify his or her loan debt with corrected current and projected loan debt estimates. This facilitated some students contacting our FAST email address with questions versus using our office email. Lastly, we redefined the instructions on the homework assignment to more effectively assist students in determining their loan debt totals.

Part II: Current Year (2014-2015)

What are your Assessment Highlights for the current year (2014-2015)?

<u>Assessment Area (1 of 1): FAST Program</u>

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

To enhance our Financial Awareness Student Team (FAST) program, we combined job duties of what we would have considered back office student support, with students who provide Financial Awareness presentations, and then added answering telephone calls from our financial aid phone queue to their responsibilities. Our office wanted to assess if this was a beneficial move from a student perspective, or if it was asking too much of the students to learn and perform a wide variety of tasks that could require very different skill sets. We created a 12 question questionnaire which Melanie Mulder used in interviewing our three student workers. She met with each student individually and documented their responses from the questionnaire.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Student Learning Outcomes

Assessment Results:

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

We learned a variety of things from talking with our students. We asked students how working in this position will help them in their careers. The students mentioned things like time management, working with people, and general office skills. We asked how the financial awareness training they underwent will help them personally. One was very enthusiastic about what she had learned since "my mom did everything for me." She indicated that she knew nothing about financial aid, loans, or credit; "now I am a nut job about that stuff. My friends all ask me questions about loans and stuff all the time." We asked if any of the students used some of the tools we promote in an effort to increase their own knowledge. Two of the students indicated they had, and the common tool was the free credit reports.

We asked a couple of questions in relation to their job functions. We asked if answering the telephone and providing customer service at our front desk helped them in preparing for FSU 100 presentations. All three answered affirmatively. Basically, hearing the students' questions and having them asked repeatedly was very helpful. Based on the questions the students were receiving, more questions generated that they themselves had, which aided them in learning new things. One student stated that she would incorporate the new information she learned into the FSU 100 presentations and that she was more prepared. Secondly, we asked the students if the position they were in should include all the duties that they had been assigned to or if the position should be made into different ones. Two of the students stated they liked the variety. One student was unsure. One student commented that the different duties tend to feed off of each other and helped her answer questions.

One of our full time staff had mentioned casually in a staff meeting that she felt like she did not know our students very well. We incorporated a question into the questionnaire where we asked the students if they wished there was more interaction with other staff members in the office. One student commented that the current interaction was fine, a second indicated that they really didn't think it was necessary by replying, "Everybody does a good job of talking with each other." Lastly, one mentioned that she wished for more because she didn't know who to hand the delivered mail out to on the first floor. (This could do more with not knowing Business Operations' staff who share the floor with our office and often times, mail is co-mingled.)

Lastly, probably the most telling thing we learned from one of the students was when she asked Melanie if the other two students knew they were part of the FAST program because she wasn't sure that they knew they were. This was a very enlightening observation by the student. It became very clear that the students had very different experiences based upon the timing when they were hired in the office, and the training that they had received. The student who made the observation was hired and was charged (along with another student who graduated) with basically helping us create the FAST program. The latter two students came a year later and were hired under the auspice of the combined job responsibilities.

Explore Possible Actions Based on Assessment:

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

After the questionnaires were completed, a meeting was convened with stake holders who supervise the students and the advisor who facilitates the FAST program. We all read and reviewed the results of the student responses and everyone shared what they thought was most valuable. We discussed how the training was being provided and possible changes that needed to be made in the approach and the time commitment involved to produce the desired results. We discussed how we communicate our expectations to students and how we evaluate them. We wanted to look for assessment tools to help us develop and provide feedback to students on their presentation skills. We went on to discuss equitable pay and to perhaps re-evaluate their job description to make sure it is reflective of what we are asking the students to perform in regards to the job duties. In summary, we began to look at the program overall, trying to determine if we had all the necessary pieces to make it a successful situation for the students and our office.

Part III: Next Year (2015-2016)

What continuing or new assessment activities are you targeting next year (2015-2016)?

This year we may target some office processes for assessment to determine if there are ways to streamline them and make them easier for students to navigate; therefore, enhancing customer satisfaction or customer service.

Institutional Research & Testing (IR&T)

Submitted by: Mitzi Day

Part I: Last Year (2013-2014)

What changes did you make as a result of last year's assessment (2013-2014)?

Assessment Area (1 of 2): Program Review Data Reports

As a result of our collaboration with members of the *Program Review Committee Group*, a series of measures were developed with reliable, consistent, and meaningful data. Compilation of these high quality metrics is extremely helpful to the faculty authors of the Program Review Reports. They were provided comprehensive reports in the following areas:

- Enrollment – Headcount, Residency, and Race-Ethnicity-Gender
- Student Credit Hours
- Productivity
- Retention
- Graduation Rates – Overall, by College GPA, ACT and HSGPA

The instructions for the authors of the document were updated to simplify and provide additional clarity in terms of data interpretation. It was important that official enrollment summary numbers were used. This data allows for consistent comparison within and between programs. In previous cycles, we prepared hard copy packets for each program under review. Now the entire data set is presented in electronic form. In addition, we have enhanced our capabilities to provide program specific data for areas under review.

Assessment Area (2 of 2): Achievement GAP Task Force Data

In order to address what remains a significant achievement gap for minority students at the University, particularly African American students, our office served in a leading role collecting, refining, and sharing relevant data. The data exposed specific patterns of achievement and provided direction on which efforts might be most useful in terms of student outcomes. An enhanced data platform was created to provide analytics to guide the decision-making on retention and graduation disparities. This data was examined by the committee and used to develop their proposals for projects and initiatives to implement in the coming years. Institutional Research & Testing will continue to add to and refine the data set in this critical area of student success.

Part II: Current Year (2014-2015)

What are your Assessment Highlights for the current year (2014-2015)?

<u>Assessment Area (1 of 2): Utility of Ferris State University Fact Book</u>

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

Our office conducted a Fact Book Usage survey. Our goal was to create an instrument that was light-hearted, fun, and interesting as well as guide and inform us on how the University community uses the Fact Book. We want to know the levels of satisfaction and hear suggestions for future directions. We used the web based survey tool, "Get Feed Back," to collect the data.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction/Customer Service

Assessment Results:

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

The survey was sent to the 127 members of the University community who annually receive printed copy of the Fact Book. There was a 32% response rate. Overall 89% of the respondents were satisfied with Fact Book and its content (Mean Satisfaction Score = 4.44 on a 5-point scale). The majority of the respondents – 78% - used the Fact Book once a month or weekly, while 7% used it daily. When asked what versions of the Fact Book they preferred to use, 15% used electronic only, 59% used paper only, and 27% used both electronic and paper versions. The most useful sections were reported to be Enrollment, Graduation Rates & Retention, Faculty Staff Information, Organizational Charts, and Degrees Conferred. Although these were the most popular, nearly all sections of the Fact Book were mentioned as being used by the respondents in one form or another.

Explore Possible Actions Based on Assessment:

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

There were many great suggestions for additional information that our users would like to see in the Fact Book. We will look at these suggestions and will work over the next year at incorporating these ideas into future versions.

<u>Assessment Area (2 of 2): Programming Staff – Needs, Knowledge, and Training</u>

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

Over the past year, programming staff in IR&T and Enrollment Services have worked in collaboration with the programming staff in IS&T. There have been multiple efforts to assess the current knowledge levels of our programming staff in regards to Ellucian Banner, SQL, and other skills critical to creating quality reports for our campus users.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction/Customer Service

Assessment Results:

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

We met multiple times during the year with programming staff from all the areas of the division, in addition to meeting with our own individual programming staff, seeking their input in regards to their weaknesses and strengths of various tools. This resulted in excellent feedback which guided the focus of training efforts, inclusive of developing relationships for cross-training purposes particularly as there are many new staff in the IS&T area.

Explore Possible Actions Based on Assessment:

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

We brought in consultants from Ellucian for a multi-session training and established enhanced mentoring relationships with our staff.

Part III: Next Year (2015-2016)

What continuing or new assessment activities are you targeting next year (2015-2016)?

Next year we will be focusing on two primary assessments for the upcoming year.

We would like to assess the services provided by our Testing Office. We are interested in assessing the needs of our consumers, university staff, students, and the external community that we serve. We would like to look at our current processes and the possibility of new or enhanced services.

A second major focus for IR&T in the next year will be assessing our programming efforts, specifically in regards to three highly visible projects underway this year: Degree Works, Strategic Planning and Strategic Enrollment Planning. Our goal is to address the needs of the University by providing the data needed for these efforts. We would assess the data we were able to provide, address any areas where we might not have been able to provide data, and assess the possible need for additional resources to accomplish the requests.

Office of Multicultural Student Services (OMSS)

Submitted by: Matt Chaney

Part I: Last Year (2013-2014)

What changes did you make as a result of last year's assessment (2013-2014)?

As a result of last year's assessment, the Office of Multicultural Student Services (OMSS) continued to increase our focus on **student learning** and **engagement** with Ferris students of diverse backgrounds, and focused on collecting insights on the success of our **events and activities**.

Changes that were made during the 2014-2015 year include the following:

Student Learning

- Added Blackboard as a platform for students in our TOWERS and Black Male Network programs so that they may submit journals and special projects.
- Revised our student staff positions and journal template.
- Created more student staff project positions for events such as MLK, Black History Month, and Women's History Month.
- Continued to promote participant surveys at workshops, events, and activities hosted by our department.

Engagement

- Researched more effective ways to engage students.
- Added Blackboard to capture online engagement for students in our TOWERS and Black Male Network programs.
- Staff begin to utilize "GroupMe", a mobile social group communications application which connects with our student staff and students in our TOWERS and Black Male Network programs.
- Communicated information to all students during FSUS presentations, all Residential Life staff during training, to the Student Government General Assembly, all student organizations at the Fall & Spring President's Meetings, and each semester to incoming international students and minority students on how our department can be of support, and on opportunities to get involved.

Events and Activities

- Held post-event meetings with campus collaborative event partners to attain detailed feedback.
- Conducted an e-survey on "SurveyMonkey" for the campus community to provide feedback on events and activities coordinated by our department.

Part II: Current Year (2014-2015)

What are your Assessment Highlights for the current year (2014-2015)?

<u>Assessment Area (1 of 1): OMSS Student Staff Journal</u>

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

The Office of Multicultural Student Services (OMSS) revised our student staff journal, an assessment instrument that helps to chronicle learning of our student staff assistants during their term of employment. In creating the revised instrument, our department sought out other university partners and discussed with their staff how they were chronicling student learning for students employed and/or advised by their department. The new survey instrument was implemented during the summer 2015 term and we collected data after every major project students worked on. Students had to complete a journal for every project. It required them to explain the project and their role; what Knowledge, Skills and Abilities (KSA's) the project helped them gain; and their thoughts and ideas for improvement on assigned projects. Additionally, staff reviewed journals with students periodically throughout the semester, and again at the end of each semester, in order to ensure that they understood what they were doing and know how to articulate what KSA's they gained while employed with OMSS.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation/Capacity Management
- Student Learning Outcomes

Assessment Results:

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

Our department has learned from our assessment of the student staff journals that the new format of the instrument works, it is easy to understand, and is less cumbersome overall. Our staff also learned about what areas of knowledge, skills, and abilities our students are gaining by being employed in our department, and which areas we need to be more intentional to build their skill set and increase their learning.

Explore Possible Actions Based on Assessment:

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

During the past year, we feel that we have done a substantial and sufficient amount of research and changes to this project. We plan to continue to monitor the effectiveness of the student staff journals as an instrument to chronicle student learning, and a way for us to share the great work our students are doing, and the knowledge, skills, and abilities that we are helping them gain. We are looking to add an “OMSS Student Staff Testimonials” program at the end of the academic year, which will give our students an opportunity to share with the campus community their experiences from being employed in our department, and an opportunity for them to further gain practice at articulating student learning.

Part III: Next Year (2015-2016)

What continuing or new assessment activities are you targeting next year (2015-2016)?

OMSS will continue to chronicle engagement, student learning and development, and cultural awareness via the 60 plus programs and activities that we sponsor throughout the academic year. We have taken the lead in brainstorming with other departments, such as the Faculty Center for Teaching and Learning, International Education, and the Center for Latin@ Studies so that we may strengthen our collaborations with the goal of impacting student learning. In addition, we would like to continue to explore ways to impact retention and close the achievement gap amongst the students that we serve.

Possible Action Steps:

- Student Learning – create specific goals, objectives, and implement methods to measure success with everything that we do.
- Engagement – proactively plan and implement outreach efforts to connect the campus community with our department.
- Events and Activities - strengthen the variety of data collected and share our successes with campus.

Office of Student Conduct

Submitted by: Nicholas Campau

Part I: Last Year (2013-2014)

What changes did you make as a result of last year's assessment (2013-2014)?

The Office of Student Conduct intended to expand on the "Readiness for Change Rubric" created in the Spring of 2014 and utilize this to evaluate students' openness to change behavior during their conduct conference. This rubric was discontinued prior to collecting a large enough sample due to the high volume of cases the office was addressing. An additional change was made in how the office collected demographic data from students who had a conduct conference. Previously the office collected only Spring data; however, now collects for both Fall and Spring semesters.

Part II: Current Year (2014-2015)

What are your Assessment Highlights for the current year (2014-2015)?

<u>Assessment Area (1 of 2): Student Demographics</u>

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

Over the course of the Fall and Spring semester, the Office of Student Conduct held 1154 conduct conferences with 777 students. Following the conclusion of the semester, a list of student ID numbers was sent to Enrollment Services for the purpose of pulling demographic data on every student who had a conduct conference, regardless of the outcome. Although we look at a number of factors to identify trends, we primarily utilize the following data points:

- Gender
- Race
- Age
- High School GPA
- Major
- Degree
- Spring Semester GPA
- Cumulative GPA

Assessment Category:

Question: What category does your assessment initiative fall under?

This assessment measured student demographic and academic information.

Assessment Results:

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

OSC learned:

- The average High School GPA of the students has gone up, as the University admission requirements have increased. Two years ago, the average incoming GPA was a 2.61, this past academic year the average incoming GPA was 3.1.
    - Although the average High School GPA of students has increased, the office has not seen a corresponding decrease in caseload.

- The degrees with the highest number of students in the conduct process was:
    - Pre-Criminal Justice (79/10.1%)
    - General Studies (69/8.8%)
    - Pre-Pharmacy (39/5%)

- We continue to see a disproportionate number of students who identify as male (566/60%) participate in the conduct process versus those who identify as female (311/40%).

- Students in contact with the Office of Student Conduct tend to perform at a lower level of achievement. Only 37.9% of students in the Fall semester and 35.5% of students in the Spring semester, received a 3.0 or higher grade point average for that semester.

- We continue to see a disproportionately high number of students who identify as Black/African American and Multi-Racial when compared to the Ferris student population. The below graph shows three years of data from students who have gone through the conduct process in the Spring semester.

Race	2012-2013 Percent population seen for conduct.	Percent of Ferris population by year	2013-2014 Count/Percent of population seen for conduct	Percent of Ferris population by year	2014-2015 Count/Percent of population seen for conduct	Percent of Ferris population by year
Asian	(2.3%)	2	12 (2.98%)	2	13 (3%)	1
Black/African American	(18.3%)	7	56 (13.93%)	7	57 (16%)	7
Hispanic/Latino(a)	(4.2%)	3	17 (4.23%)	3	16 (4%)	4
Multi-racial	(3.8%)	2	19 (4.73%)	2	21 (6%)	2
American Indian/Alaska Native	No data	1	2 (0.50%)	1	7 (2%)	1
Unreported	(2.8%)	5	6 (1.50%)	4	7 (2%)	3
White	(68.6%)	78	289 (71.89%)	78	212 (62%)	78

Explore Possible Actions Based on Assessment:

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

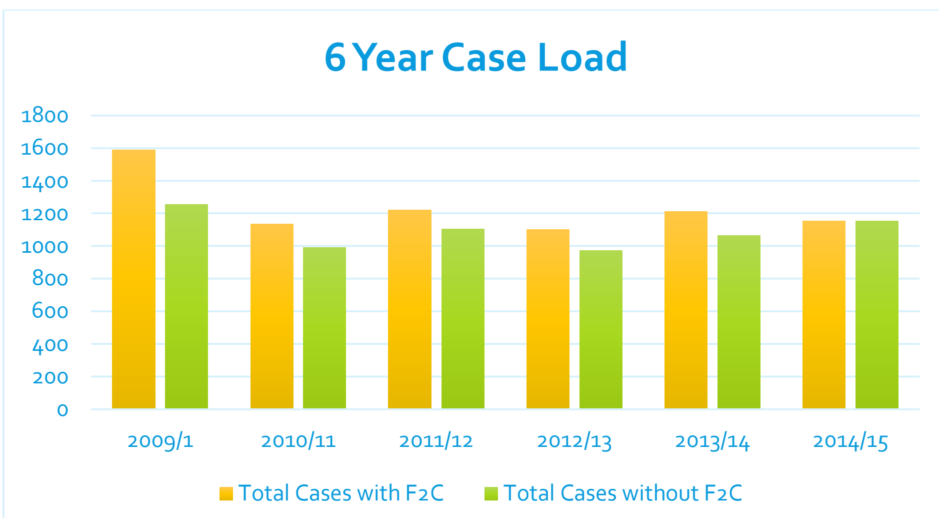
We continue to work to educate students about making healthy and positive choices. However, a deeper conversation should take place to see what is causing these trends to continue in regards to race, gender, and degree.

Assessment Area (2 of 2): Failure to Comply Sanction

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

Over the last 5 years, when a student did not complete their student conduct sanction, the student would be sent through the conduct process again for allegedly violating our policy on "Failure to comply with an assigned sanction." The student was then scheduled for another conduct conference and typically reassigned the same sanction again. If the student neglected to complete their sanction once again, a registration hold would be placed on their account. This past year we changed this procedure by placing a registration hold on a students' account if they did not complete their sanction as part of their original case. A letter is sent to the students to explain the hold and the process to have it removed.

The chart below shows the total number of cases heard in the Fall and Spring semesters beginning in 2009/2010 and the number of cases that were heard when Failure to Comply cases were not factored in.



This past year we reduced the number of Failure to Comply conduct conferences by 139. This greatly freed up time for all of our Conduct Case Managers and our Student Conduct Specialist. Listed below is the procedure used prior to this year, if a student did not complete their sanction.

Listed below is the previous procedure used prior to this year, when a student did not complete their sanction.

Previous Failure to Comply process:

1. The student is issued a sanction at conduct conference.
2. The Conduct Case Manager monitors completion of sanction.
3. If not completed, the Conduct Case Manager indicates in the database that the student failed to complete their sanction.
    a. The Conduct Case Manager emails the Office of Student Conduct staff indicating that the case is closed and the student failed to complete their sanction. The Student Conduct Staff officially closes the case.
    b. The Conduct Case Manager writes an incident report to process a new alleged policy violation.
    c. The Conduct Case Manager schedules a new conduct conference for Failure to Comply.
    d. The Conduct Case Manager holds a conduct conference.
    e. The student, if held responsible, is re-issued their original sanction and new completion date.
    f. The Conduct Case Manager monitors completion of sanction.
        i. If the student completes their sanction, the Conduct Case Manager indicates completion in the database and contacts the Office of Student Conduct Staff to officially close the case.
        ii. If the student does not complete their sanction, the Conduct Case Manager emails the Office of Student Conduct Staff to place a registration hold on the student's account.
    g. The Office of Student Conduct Staff monitors the sanction in order to lift the registration hold.

2014/2015 Failure to Comply process:

1. The student is issued a sanction at the conduct conference.
2. The Conduct Case Manager monitors completion of the sanction.
        i. If the student completes their sanction, the Conduct Case Manager indicates completion in the database and contacts the Office of Student Conduct Staff to officially close the case.
        ii. If the student does not complete their sanction, the Conduct Case Manager emails the Office of Student Conduct Staff to place a registration hold on the student's account. The Office of Student Conduct Staff emails the student to notify them of their registration hold.
    b. The Office of Student Conduct Staff monitors the sanction in order to lift the registration hold once the student has completed the sanction.

Assessment Category:

Question: What category does your assessment initiative fall under?

This assessment looked at office efficiency and process flow.

Assessment Results:

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

OSC learned

- By modifying our process, we were able to eliminate over a hundred Failure to Comply conduct conferences, from the past academic year. This greatly freed up University time for all of our Conduct Case Managers, the vast majority of which are Resident Hall Directors.

- The Office of Student Conduct was able to increase our communication to students about their registration hold in an attempt to proactively work with them prior to class registration.

- Students were not having extra conduct records created for not completing a sanction.

Explore Possible Actions Based on Assessment:

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

We are going to continue the current process of placing a registration hold on a student's account if they do not complete their sanction as a result of a conduct conference.

Part III: Next Year (2015-2016)

What continuing or new assessment activities are you targeting next year (2015-2016)?

I want to re-examine the survey we currently send students after their student conduct case is closed. We currently receive a low response rate that is typically in the single digits. We attribute some of this to the high volume of questions asked and because surveys are being sent out 3-4 weeks after the conclusion of their conduct conference. We currently ask 21 questions with one or two focusing on each aspect of the Student Conduct process. I would like to re-shift the focus of our surveys from the conduct process, to behavioral change and healthy decision making as a result of the conduct process.

Personal Counseling Center (PCC)

Submitted by: Renee Vander Myde

Part I: Last Year (2013-2014)

What changes did you make as a result of last year's assessment (2013-2014)?

In recognition that pharmacy students were less likely to continue with counseling, the Personal Counseling Center (PCC) and the College of Pharmacy (COP) have collaborated to create an annual program for first year pharmacy students normalizing their experiences with stress, encouraging them to seek support, and hopefully creating an environment where students will be more likely to continue counseling when needed. In addition, the COP has increased its support efforts by creating new support positions within their department.

Part II: Current Year (2014-2015)

What are your Assessment Highlights for the current year (2014-2015)?

<u>Assessment Area (1 of 1): Counseling/Therapy</u>

Question: What are you assessing?

This year the PCC focused on alcohol and other drug (AOD) education program results.

Assessment Category:

Question: What category does your assessment initiative fall under?

This assessment compared numbers of student sanctions for AOD violations to actual and perceived use of AOD, as well as satisfaction with the educational programs offered to students who were required to participate per their sanction.

Assessment Results:

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

We learned that although the number of AOD violations/sanctions has increased over the past three years, the National College Health Assessment (NCHA) data shows a decrease in reported actual use of AOD by Ferris students.

We also learned that students who were sanctioned to BASICS and/or Prime for Life, found the programs beneficial. Each student was able to identify clearly at least one of the learning outcomes expected. Students identified that if they were sanctioned due to a marijuana violation rather than alcohol, they believed they should be separated as the program focus was primarily geared toward alcohol violations.

Explore Possible Actions Based on Assessment:

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

The staff who deliver the educational programs for AOD sanctions met with the Office of Student Conduct to determine a new and revised path to separate students depending on their sanction type – whether it was alcohol or other drugs. It was determined to develop a core program, separating the students, to address their drug of choice leading to conduct violations and subsequent sanctioning. The program will change from BASICS (a program for alcohol awareness and education) back to CHOICES (a program designed to better address AOD).

The PCC will continue to generate educational materials and offer programming related to AOD awareness and prevention, with the goal of reduced and responsible use of alcohol, and eliminate use of illegal substances.

Part III (Next Year)

What continuing or new assessment activities are you targeting next year (2015-2016)?

As stated above, we will continue our AOD programming and assessment of these programs and their effectiveness.

In addition, the PCC will also look more closely at the data from NCHA regarding other mental health related issues to better target prevention and awareness activities, and through counseling treatment, address the most common issues highlighted by our students, such as stress, depression, and anxiety. One new activity related to this effort is the redesign of Wellness Wednesdays. This activity will be highly structured and include a discussion group format called, "Follow-up Fridays," where students will be engaged in educational conversations regarding that week's mental and physical health topic. Assessments will be conducted at each session.

Registrar's Office

Submitted by: Elise Gramza

Part I: Last Year (2013-2014)

What changes did you make as a result of last year's assessment (2013-2014)?

Total withdrawal Appeal Process

- When fall 2015 registration opened, we sent an extra notice to staff with registration capability, asking them to be mindful when registering students for courses. We suggested documenting their communication with students to ensure the students were aware they were registered for courses, and have documentation to draw upon if necessary.
- We have asked that Student Financial Services add an additional disclaimer such as, "If you decide not to enroll for the semester, it is your responsibility to ensure your courses have been dropped." We hope this will help students understand that there may be cases when their schedules are not dropped due to nonpayment.
- At the end of Spring 2015 semester, we included in our communication about final grades, a definition of Last Day of Attendance (LDA), why it's valuable information, and provided a suggested format for entering the information.
- We have been using our new appeal form and hope that it will help us prevent the need for so many of them.

Part II: Current Year (2014-2015)

What are your Assessment Highlights for the current year (2014-2015)?

<u>Assessment Area (1 of 2): Electronic Transcripts</u>

Question: What are you assessing?

Approximately one year ago, the National Student Clearinghouse (NSC) -our transcript ordering provider- and Ellucian (our SIS Banner) developed an electronic transcript solution. After the advent of this solution, another transcript provider, Parchment, contacted us regarding their eTranscript solution. In addition, the Registrar's Office continually received calls from current and former students requesting an electronic transcript that we have not been able to provide. As a result, we wanted to assess our current transcript offerings, the eTranscript solution of both the NSC and Parchment, and look at any possible adjustment to our current processing that may need to be necessitated by a change.

Question: How did you collect this data?

1. We had meetings with the NSC and Parchment and evaluated each on:
    a. Integration with Banner.
    b. End product services (i.e. reliability, security, and look of transcript).
    c. Cost to the University/Student.
    d. Ease of use for students and staff.
    e. Current standards and relationships we have with the vendors.
    f. Efficiencies for staff time.

2. We reviewed all of our current processes to see what would need to be changed as a result of a new automated system.

3. In later steps, we evaluated the chosen product during the testing process.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Service
- Technology Advancement/Efficiency

Assessment Results:

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

1. Based on the assessment of the two vendors, we decided to continue our work with the National Student Clearinghouse (NSC). The NSC already offers our current transcript ordering functions, in addition to students' enrollment and degree verifications. Adding the electronic transcript option through the NSC allows students and the University a seamless transition with a known and reliable vendor. The NSC and Ellucian (parent company of Banner) have formed a "strategic alliance" to enable a real-time solution for the electronic authentication, production, and delivery of transcripts. The solution places a secure interface between Clearinghouse Transcript Ordering and our Banner system. This allows "touch-free" electronic transcript processing and delivery. It completes the student authentication and identification, transcript order submission, transcript PDF generation and customization, and immediate secure electronic transcript delivery. This alliance also ensures that with any Banner upgrades, the NSC eTranscript process will be tested to ensure any changes are in compliance with the necessary functions the NSC eTranscript requires. When we spoke with Parchment, it was not apparent that Parchment could offer the same level of seamlessness and automation that NSC could offer. In addition, moving to Parchment would have been a considerable overhaul to our current transcript ordering process, which is already set up to run through the NSC.

2. The Registrar's Office staff met with the Banner Database Administrator, a Banner programmer, and a team from the NSC. During these meetings, we took each piece of the current process and lined it up with how it might look/work in the automated process. Through this evaluation, we learned of several current processing functions that would

need to be added, changed, or removed now that we were moving to this automated process. Some of our current processes were out-of-date, unnecessary, time consuming, and not viable options moving forward with an automated system.

3. In March 2015, we began testing the new process and evaluating each type of transaction to ensure the system was working as designed and desired. During this testing, we discovered areas of concern that had to be addressed.

Explore Possible Actions Based on Assessment:

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

1. Based on our assessment of the vendors that offered an eTranscript solution, we chose to continue to work with the NSC. As our relationship continues to move forward, we plan on continually evaluating integration with Banner, end product services (i.e. reliability, security, and look of transcript), cost to the university/student, ease of use for students and staff, current standards and relationships we have with the vendors, and efficiencies for staff time.

2. During the evaluation of our current process, and as we move forward, we found we needed to:
   a. Have a dedicated printer that will always have transcript paper. Paper processing should no longer require staff time (mail requests excluded). For example, this dedicated printer cannot be used to print envelopes any more as an order might be placed while they are in the bypass tray.
   b. Develop a new report that contains mailing information.
   c. Develop new reports and processes for evaluating suspended requests.
   d. Cease corrections of mailing addresses. This was an extra "service" we were providing to students to assist them when they made mistakes when ordering. With the automated process, transcripts will either already be delivered or printed. Students will need to ensure they are entering correct recipient information during the order process.
   e. Cease using a typewriter to add other names. This was an extra "service" we were providing to ensure students are found in another school's system when they were also receiving the transcript. We have decided the student themselves should communicate with any other schools regarding previous school names in which they have attended.
   f. Cease offering immediate service. This was a same day processing option that will no longer be needed. The student can either order an eTranscript or paper transcript that will be processed in a much shorter time frame than before.
   g. Cease stamping all copies delivered to the student, "Student Copy." The self-address is already on the transcript itself.

h. Cease offering a special instructions option. Often students will include unnecessary notes in this field. If we continued to offer the field, each note would need to be manually evaluated before processing could move forward.
i. Change the way we evaluate and communicate transcript holds. These extra steps will no longer be necessary. The system will immediately find these and communicate back to the student. The student will not be able to move forward in the ordering process if they have a transcript hold.
j. The way we process a student's desire to hold processing until grades are posted will no longer need to be monitored by a staff person. This will now be an automated system that populates the transcript when they are posted.
k. Update our website so it includes all of the new options and parameters.

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

While automation like this offers many benefits to the customer (current and former students) and staff, careful evaluation and consideration of each angle needs to be considered. Essentially, we have changed every aspect of our transcript process that had been in place for years. In the end, this will add value to the service we provide, but it is something that will change the face of transcript processing for the future (i.e. upgrades future enhancements).

Assessment Area (2 of 2): Program Change Forms

Question: What are you assessing?

As of 2014, the Registrar's Office was still purchasing, distributing, receiving, and processing four-part forms for program changes. We wanted to assess the process and a possible solution that would allow for a more effective and efficient way to do program changes (in cost and processing). These forms were purchased by the Registrar's Office and with approximately 2,000 program changes being processed each semester, the cost of producing these forms, especially given any edits to the form, was becoming costly. In addition, considerable time was spent obtaining signatures, interoffice mail, inaccuracies, processing and returning completed forms, and scanning copies.

How did you collect this data?

1. We had several focus group meetings with program change processors and the end users in each of the academic areas to discuss:
    a. The current process.
    b. Possible technological solutions.
    c. Areas of consideration or concern.
    d. Desired outcomes from a process change.
    e. Areas of improvement (post implementation).

2. We met with technical staff in Enrollment services to evaluate possible solutions that ranged from a WorkFlow to a newly developed web-form. Considerations were:
    a. Complexity of tool.
    b. Security of student data.
    c. Ease of use for requesting and processing staff.
    d. Communication replacement for the four-parts.
    e. Technical support for the new process.
    f. Flow of the new process.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Service
- Technology Advancement/Efficiency

Assessment Results:

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

1. Through our focus group meetings with Enrollment Services' technical staff, Academic Affairs stakeholders, and program change processors;
    a. We first evaluated the old form and decided:
        i. The current process was out-of-date, timely, and costly.
        ii. All of the required signatures were not necessary and often not included any way.
        iii. The signatures that were provided were not evaluated for authenticity. Too many people had the authority and no one could be expected to manage all of the approvals. Therefore, essentially anyone who could get a paper form could submit a change.
        iv. Requesters were not correctly completing the form which caused issues and added time to the process.
        v. While the communication from the separated forms was helpful, it could be done in a different format.
    b. We then evaluated a possible solution and decided:
        i. To use a web-based form.
        ii. The form should be authenticated through a user's active directory account.
        iii. Each college would determine a list of approved users.
        iv. The Registrar's Office would be charged with maintaining the administrative site for the form.
        v. To prepopulate the form with current student information for ease of use for the requestor and processor.
        vi. To have menus which select only active programs, which limit inaccurate information being submitted.
        vii. To add additional information that would be useful. For example, current GPA and Advisor Name.

viii. To have FYI emails delivered to the student, requesting the college and former college, in addition to processing an email to the Registrar's Office. This would replace the four-part communication from the old forms.
ix. To format the emails differently depending on the person receiving it. For example, the processors would receive a very detailed email, while the student would receive a more general email to lesson confusion.
x. Emails would not be sent after processing. Staff could look in the system, run mass reports, and students could view changes in their MyFSU.

c. After implementation we:
   i. Changed the subject line of the delivery email to include the student name.
   ii. Added the link to the log in page to the approved users MyFSU Log In links.
   iii. Added the ability to have the FYI email sent to several people in each college.
   iv. Are looking to provide additional student information on the form so that staff are aware of who has TIP financial aid when they are completing the form.

Explore Possible Actions Based on Assessment:

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

We developed a web-based form to replace the four-part paper program change form. The new form authenticates users with their active directory credentials. These users are set up through the Registrar's Office based on approval from the Director of Student Academic Affairs in each college.

The form itself requests the entry of a student ID, which results in live data being pulled from Banner. This data includes the student's name, advisor, current GPA, and all current majors, minors, and concentrations. The form also includes indication of whether the student has been advised regarding financial aid ramifications, a space for comments, and a space for an approver's name if it is someone other than the requestor. The form provides the user with a drop down menu of options including adding, removing, changing, or maintaining any of the active programs on a student's record. Only currently offered major titles are provided to the user to ensure they are selecting an active program. The form is also dynamic in that if the user selects certain options, more clarifying questions are asked. For example, if the user decides to add a concentration and the student has more than one major, a new menu will appear and question which major the concentration should be added to. Lastly, the form contains required fields that if not complete, the user will receive an error and is asked to complete that piece of the form.

Once the form is complete, a detailed copy goes to a pre-determined party(ies) in the old and new college. In addition, a main campus request goes to the Registrar's Office email account for processing, and an off campus request goes to the Statewide email account for processing. Finally, a general email is delivered to the student. This email states that a program change was submitted on their behalf and provides a general description of the changes being made.

While the actual processing of the program change is still manual, several of the factors through this assessment and its outcomes have created more cost and time efficiencies for pre-processing. First, we no longer need to purchase and distribute expensive four-part forms. In addition, the processing time for these has decreased significantly. We receive the requests real-time and can process them without waiting for clarification due to errors, which limits time spent separating and mailing forms, and limits delivery time spent through interoffice mail. In addition, the detailed email request is copied and pasted into the comments section, which eliminates the need for extra comments and scanning of the email. Lastly, we are considering adding a quick feedback survey to students in their FYI email accounts that will allow us to obtain information that could hopefully improve the process.

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

I feel this is a good example of collaboration to improve a process. We needed buy-in and feedback from academic and technical stakeholders in order to allow us to move forward with the change. In the end, this is not only a better process internally, but it has been a well-received process change from our academic and student "customers."

Part III: Next Year (2015-2016)

What continuing or new assessment activities are you targeting next year (2015-2016)?

Professional development of Registrar's Office staff.

University Center

Submitted by: Mark Schuelke

Part I: Last Year (2013-2014)

What changes did you make as a result of last year's assessment (2013-2014)?

The University Center was under construction until January 2015. During the Fall Semester, we worked with Registered Student Organizations, faculty, staff, and community groups on their event planning for the opening of the University Center for Spring Semester. Also, our business plan was sent to the Vice President of Student Affairs, and the operating budget was being finalized for the funding of the new center. Before the plan was approved, we were asked to review our current rental rates and to evaluate conference room rental fees to help support our operating budget.

Part II: Current Year (2014-2015)

What are your Assessment Highlights for the current year (2014-2015)?

<u>Assessment Area (1 of 1): University Center/Rankin Student Center Rental Rates & Events</u>

Question: What are you assessing?

The business plan was put together using the Rankin Student Center Rental Fee Structure. Because of the request to increase our operating revenues, we re-evaluated our conference space rental fee structure for the University Center. The focus was on the Multi-Purpose Room.

We evaluated the Rankin Dome Room average utilization for the past five years and the Holiday Inn rental rates to help estimate our revenue opportunities. The Dome Room was the space that matched our new multi-purpose space in the University Center.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation/Capacity Management is the likely category. We looked at the events in the Dome Room and a fee structure for the multi-purpose rooms that would give us our estimated revenue target.

Assessment Results:

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

The decision was made to charge all Registered Student Organizations, faculty, and staff for use of the multi-purpose room. The rate was based on four hours or less or up to eight hours of event services. All other conference space in the University Center remained at no cost for University business. All off campus utilization fees were determined to be in line with our benchmarked institutions.

Explore Possible Actions Based on Assessment:

Question: 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 the 2015 Spring semester, we revised two categories of our rental fee structure. In the previous structure, all Ferris-related reservations had a fee, and all non-University uses were charged by the hour. The decision was made to have all of our room fees consistent with the multipurpose room structure of four hours or less and up to eight hours.

Part III: Next Year (2015-2016)

What continuing or new assessment activities are you targeting next year (2015-2016)?

The University Center has been open eight months. As we move forward, it is time to assess the things that we do well, as well as assess the areas that need improvement. We have put together a University Center Survey that will be administered beginning in the Fall Semester, asking for feedback from Registered Student Organizations, faculty, staff, and non-university groups who have reserved conference space.

University Recreation

Submitted by: Cinthia Vander Sloot

Part I: Last Year (2013-2014)

What changes did you make as a result of last year's assessment (2013-2014)?

This year our assessment focus is on how students, through employment and participation with our department, gain experiences and competencies that give them a broad educational background, and skills preferred by employers. Last year our focus was specifically on Club Sports. This year we expanded our assessment to include our department's building managers, member services staff, office and intramural assistants, intramural participants, and club sport participants/leaders.

Part II: Current Year (2014-2015)

What are your Assessment Highlights for the current year (2014-2015)?

Assessment Area (1 of 1): Skills Gained From Employment and Involvement in University Recreation

Question: What are you assessing?

This assessment explores the impact of collegiate recreation participation and the contribution that co-curricular activities make in student development.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Student Learning Outcomes

Assessment Results:

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

Based on a list of skills preferred by employers through a Job Outlook Survey completed in 2014 by the National Association of Colleges and Employers, our department assessed the skills gained through employment and participation with our department.

We asked students to analyze their experiences with University Recreation to identify what skills they acquired. Highlights of student feedback and reflection on their acquisition of the ten skills preferred by employers based on the above report are as follows:

1. Ability to work in a team structure:

"Collaborate with a diverse array of individuals; learn how to be a leader and also work in a team; work together to better each other and the business; teamwork is important to my future because every job requires collaboration; teamwork is one of the greatest things I've learned working for University Recreation; we gain a lot of experience working with a diverse population; we work as a team to make impromptu decisions and lean on each other for help."

2. Ability to make decisions and solve problems:

"We must make quick decisions to ensure fair game play; decision making is an integral part of everyday life at the SRC; this job is about solving problems, conflict, and crisis management and decision making; we need to make fast decisions to handle emergency and injury situations; we make decisions that influence the game; UREC and club sports create an environment to solve problems and make decisions about everything from budget to practice times."

3. Ability to verbally communicate with persons inside and outside the organization:

"We have to talk to people, pitch ideas, and engage with people in the community; I communicate with key leaders on the team to discuss team issues; I am able to present to the Student Government office about fund allocation; I talk to students and parents during Dawg Days, Rec Fests, Orientations, and other recruitment events about the great aspects of University Recreation; I have learned how to communicate in a more respectful manner while still expressing my feelings and opinions; I have helped lead training at the SRC which has helped me greatly with my public speaking skills; our positions revolve around customer services and communication skills are necessary."

4. Ability to plan, organize, and prioritize work:

"With this job, I learned to manage time between academics, work and social life; club sports has many deadlines and it's necessary to prioritize; work at the SRC helps prepare us for the battle juggling all the responsibilities of becoming an adult in the real world; I have helped plan the entire 2014-2015 year with sport training, seasons, and tournaments; this job has strengthened my organizational skills; when it gets busy, it is important to organize tasks; time management is a skill we must learn while working as students; working at the SRC has taught me how to handle high levels of stress and use my time wisely."

5. Ability to obtain and process information:

"When making proposals to a large group of diverse peers, it is extremely important to research; we receive a lot of feedback from patrons that we must record and relay to others so that our facility is the best it can be; I have the responsibility to research what other programs around the nation do and implement them here; we research new drills the team can do during practice to get better; our meetings allow us to propose solutions and work as a team to fix problems; it is not always knowing the right answer, but being able to find it; I research other colleges' programs, compare current models with our own, and promote changes."

6. Ability to analyze quantitative data:

"Monitor participation in swim lessons; monitor growth in our club sports program, observe turnover rates and new member rates with reasons for each; assess participants to grow organizations/programs; analyzed over 50 budget sheets from clubs, to plan the budget evaluation, presentation and allocation; calculated participant numbers and payments; evaluate officials and input data into computer; as SRC student staff, we don't do much with quantitative data; we have to make a budget every year, so we know how much we have to spend."

7. Technical knowledge related to the job:

"I did a lot of work with marketing and promotions at the SRC; risk management is a large part of our responsibility at the SRC; understanding rules and risk for every sport I ref; as a club sport leader, I learned a lot about risk management and event planning; we promote fitness and wellness at the SRC and help our patrons with questions they may have; risk management is serious business in our department and something we take very seriously with training and drills; I have become more aware of everything that goes into planning events; we plan many events throughout the year and work with the public for events; lifeguards have extensive training including CPR, first aid, allergic reactions, and blood borne pathogens; risk management, fitness and wellness knowledge and marketing events are all big parts of our job at the SRC."

8. Proficiency with computer software programs:

"I spend a lot of time on the computer creating documents; we use an iPad at work as our main form of communication and hourly reporting; we use spreadsheets to record goals or shots; we use spreadsheets to keep track of our budget and allocated funds; created documents and records using four different programs; working at the SRC has enhanced my basic skills with spreadsheets, design software, and PowerPoint presentation software."

9. Ability to create and/or edit written reports:

"I create and edit reports on a weekly basis in my positon at the SRC; I occasionally wrote articles for our club; write hourly reports while working at the SRC; create computerized work orders for maintenance in the facility; our time with this skill is minimal; create posters and flyers for club sport events according to CLACS office requirements; write a lot of professional emails and created a lot of promotional and marketing materials; have gotten experience creating, editing and implementing documents while working at the SRC."

10. Ability to sell or influence others:

"Promote for UREC at orientation and other events; asked for sponsorships for events at the SRC and presented to the Student Government Finance Division to secure funding for club sports; as an intramural official, I promoted participation in intramural sports to friends and classmates; as a club sport participant, I had to learn how to promote our organization to random people; used social media platforms such as Facebook, Twitter, and Instagram to promote our department; as a building manager, I influence new staff through training; we give tours and promote our facility to potential members; to move up, we are put through interviews to persuade the professional staff that we're ready for a promotion."

Explore Possible Actions Based on Assessment:

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

This assessment was developed knowing that all ten competencies couldn't be acquired by all the different levels of employment and participation. Our goal though, is to assist students with their ability to articulate what skills they did learn and how they were acquired as they move forward into their careers. For example, in a post-graduation job interview, a student may not realize that their intramural referee experience helped them develop conflict resolution and management skills. The assessment was created with questions about each of the ten desired skills. We also included possible skills to discuss related to each of the transferable skills listed. Our goal with this format was to provide a learning opportunity for each respondent through their reflection and analyzation of their experiences.

This assessment shows us that a lot of learning takes place outside the classroom and through involvement with our department. Because our department has such a high number of student staff, we need to use this information to be intentional in our training and development and to teach students how to articulate what they are learning as a result of interaction with University Recreation.

Part III: Next Year (2015-2016)

What continuing or new assessment activities are you targeting next year (2015-2016)?

We will continue to assess student learning as a result of participation with our department. This is an ongoing, dynamic process for us and we understand the importance of nurturing and capturing the students' co-curricular learning experiences. In addition, we will be doing a satisfaction survey of students, faculty and staff, and members. We hope the survey will show positive ways we are meeting our patron's needs, as well as things we can do better.