FERRIS STATE UNIVERSITY
Division of Student Affairs

Assessment Highlights
2008 – 2009

Report Date: August 14, 2009

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Introduction

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

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

The current Student Affairs Assessment Committee consists of:

Mike Cairns (co-chair)
Doug Haneline
Cindy Horn
Angie Mishler
Kristin Norton
Lisa Ortiz
Kristen Salomonson (co-chair)
Leroy Wright

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

The following are highlights of the assessment initiatives from the Division of Student Affairs for the 2008-09 academic year.

Admissions

Submitted by: Troy Tissue

Assessment Area (1 of 3): Campus Visitation Programming

Question: What are you assessing?

The Office of Admissions & Records hosts four ‘structured’ campus visitation programs:

1. Daily Visit: A general Admission presentation, lunch and guided tour
2. Dawg Days: Saturday visitation programming
3. Overnight Visit: Hosted by Student Ambassadors on select Thursday nights
4. Group Visit: Secondary school visits with classes in a college exploration ‘field trip’ scheme

These visitation components of the recruitment cycle are critical, as they provide the highest ‘yield’ of any other on campus event sponsored by Enrollment Services. Each visitation program is surveyed via web-based and paper-and-pencil methods. Staff personnel were dispatched to perform campus visits of peer institutions and evaluate their respective programming. Additionally, a work group was formed to overview and institute visitation changes as deemed necessary.

Assessment Category: Campus Visitation Programming

Question: What category does your assessment initiative fall under?

Customer Satisfaction / Customer Service

Assessment Results: Campus Visitation Programming

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

During the course of the past year, these visitation processes have been reviewed by administrative personnel, modified, and enhanced where deemed necessary.

Actions Based on Assessment: Campus Visitation Programming

Question: What changes/improvements are planned as a result of what you have learned?

Customer expatiations are monitored to ensure programming meets their needs, wants, and desires as to the campus visit experience. Modifications to electronic messaging, signage, food selections, information delivery methods, staffing personnel, etc… have been modified as a result of survey analysis.

Assessment Plans: Campus Visitation Programming

Question: What are your future assessment plans?

Visitation programming criterion is continuously reviewed by administrative members of Enrollment Services.

Assessment Area (2 of 3): Support of the University's Military Veteran Student Population

Question: What are you assessing?

Campus wide programming was assessed in direct support of the University's military veteran student population. Assessment is based upon research of peer institutions and identified needs the University's campus community.

Assessment Category: Support of the University's Military Veteran Student Population

Question: What category does your assessment initiative fall under?

Other - Student Support Activity

Assessment Results: Support of the University's Military Veteran Student Population

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

Campus wide military veteran student population programming needs were identified.

Actions Based on Assessment: Support of the University's Military Veteran Student Population

Question: What changes/improvements are planned as a result of what you have learned?

Through internal assessment and collaboration with campus partners, the following programming improvements have been realized:

- Newly created V.A. Work-study student position in support of veteran outreach.
- The University's Veteran Specialist provides VA GI Bill benefits advisement support by offering 'walk-in' services during business hours, Monday through Friday.
- Selected as a Military Friendly School for 2010, placing the University in the top 15% of all schools nationwide, G.I. Jobs.
- Renewed the tri annual Service members Opportunity College Consortium agreement.
- Collaborating efforts with Student and Academic Affairs divisions resulted in on-campus programming which resulting in the University being recognized as a Supportive Education for the Returning Veteran (SERV) institution.
- Provided support and tutelage to military veteran students in the forming of a Veteran Registered Student Organization.

Assessment Plans: Support of the University's Military Veteran Student Population
Question: What are your future assessment plans?

The addition of formal assessment techniques and focus group interaction; thereby, evaluating current programming and the development of future endeavors in support of the military veteran population of the University.

Assessment Area (3 of 3): The Hometown Recruiter Program
Question: What are you assessing?

The Hometown Recruiter Program is an Admissions & Records sponsored recruitment program which enables (Ferris) student volunteers to return to their respective high school or post secondary school and describe their college experience at Ferris State University with prospective students. These 'recruiters' are briefed with talking points, handout materials, scheduling techniques, etc… Historically, the effectiveness of the Hometown Recruiter Program is based upon the participating student's perspective, and reported survey data. Hometown Recruiters are typically surveyed via web-based and/or paper-and-pencil methods.

Assessment Category: The Hometown Recruiter Program
Question: What category does your assessment initiative fall under?

Participation and Student Learning Outcomes

Assessment Results: The Hometown Recruiter Program
Question: What did you (or your students) learn as a result of what you assessed?

Students experienced the ability to schedule events, perform and enhance public speaking techniques, and develop critical thinking analysis of the programming as to make salient recommendations of process improvement.

Actions Based on Assessment: The Hometown Recruiter Program
Question: What changes/improvements are planned as a result of what you have learned?

Changes/improvements currently under consideration include the adjustment of the dates for which the program is offered to secondary and post secondary schools.

Assessment Plans: The Hometown Recruiter Program
Question: What are your future assessment plans?

Future assessment plans include the continuation of surveys to participating University students; additionally, the development of an assessment tool to survey prospective students who are audience members of the Hometown Recruiter Program.

Career Services

Submitted by: Angela Roman

Assessment Area (1 of 3): Job Fair

Question: What are you assessing?

A written survey is given to each student and employer who attends the Job Fair. Basic demographic information is collected as students and employers register for the Job Fair. The Career Services staff wants this information to ensure students and employers are making connections and to find out what we could do to improve the Job Fair experience for both students and employers. Other faculty/staff and administrators use the demographic information and number and type of employers to ensure their major/program is being represented and to know what opportunities their students were presented with. This information is available to them upon request.

- For students, we want to know basic student demographics of who is attending, why they are attending, how many contacts each student made at the Job Fair, if the Job Fair was helpful, and overall comments for changes that may need to take place next year.
- For employers, we want to know if they were happy with number of students seen, how many students they saw that met their requirements, what positions they were hiring for, if accommodations were sufficient, and other comments to improve our Job Fair.

In the spring semester we added to the employer survey the question; what recommendations do you have for students to improve their career preparation or employability skills. All data is collected and put in a typed report. A Job Fair wrap-up meeting is held with Career Services staff to review data and discuss what could be changed.

Assessment Category: Job Fair

Question: What category does your assessment initiative fall under?

This assessment measures demographics, participation, and satisfaction of event.

Assessment Results: Job Fair

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

Students learned: (according to comments section)

- Qualities of companies
- Experience of interview process
- Companies are eager to hire
- Had opportunity to market self

Career Services staff learned:

- Not enough variety of employers (mostly technology)
- Average of 850 students per Job Fair attended, which doesn't seem very high
- Students whose majors are represented are making lots of contacts and getting interviews
- The Job Fair is very organized with friendly staff and volunteers

- The facility is a great place for the event
- Employers would like to see more alumni
- Not enough Allied Health or Criminal Justice students attend the Job Fair
- Our students need to work on: appropriate attire, better preparation for Job Fair, increase confidence, more experience with in their field i.e., campus involvement, internship, etc.
- Current Job Fair times don't work for students and employers

Actions Based on Assessment: Job Fair

Question: What changes or improvements do you plan to make as a result of what you have learned?

The Career Services staff met and discussed the results of the assessments. We decided we need to look at what we really want to know about the Job Fair and ask more directed questions to get that information. We want to continue collecting information on how many employer-student contacts were made as that is the primary reason we hold this event. Then we want to know what students are learning as a result of attending the Job Fair. We determined even though we offered pre- Job Fair workshops at a variety of times our students still are not prepared according to employer reviews and we will need to continue to focus on those topics. We figured out low attendance of students may be because of lack of employers interested in their major, especially Arts & Sciences majors. We are going to focus on reaching out to those types of employers to come to the next Job Fair. Finally, we are going to change the hours of the Job Fair to accommodate more students and employers.

Assessment Plans: Job Fair

Question: What are your future assessment plans?

As the new coordinator of Career Services, I continued the assessments that have previously been completed in the Career Services office to gauge what is working and what is not. The assessments were all demographic and satisfaction oriented and I made small changes for spring semester to start assessing student learning outcomes. Overall, the assessments were not producing very usable data and were not organized in an efficient manner and were not easily accessible.

For next academic year:

- Keep all assessments with changes to incorporating student learning outcomes
- Create an organized system of record keeping
- Post assessment results and/or highlights on our website
- Focus on assessing three services that reflect our strategic plan initiatives
  - Increase in awareness of Career Services programs
  - Increase variety of employers who recruit our students
  - Educate students on the importance of leadership and community service and how it relates to their future career opportunities

Assessment Area (2 of 3): Classroom Presentations

Question: What are you assessing?

A written survey is given to students at the conclusion of each presentation the Career Services office conducts in an instructor's classroom. Fall 08 semester the assessment allowed us to collect demographic information to analyze who our audience is and to determine their satisfaction with the topic and presenter. Spring 09, we changed the assessment to collect demographics and instead of satisfaction, we asked students what they learned and how much they feel their career opportunities have been affected by what they learned. Career Services staff uses this information to see what students we are reaching by academic level and major. We also use it to justify conducting the workshops and determining what topics are of interest to students. Spring 09, we created an assessment database to keep on-going track of these assessment results in an easy to read printable format. Career Services staff goes over the information the end of every semester to plan changes.

Assessment Category: Classroom Presentations

Question: What category does your assessment initiative fall under?

This assessment measures demographics and student learning outcomes.

Assessment Results: Classroom Presentations

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

Students learned: (Spring 09 semester)

- How to use the Career Services office
- How to use the eRecruiting system
- Resume tips
- Interview tips
- How to dress
- Importance of volunteering and participating in RSO's
- How to network with employers

Career Services staff learned:

- 32 % of participating students are freshman
- 510 students attended a classroom presentation during spring semester
- We present to a variety of majors in mostly FSUS classes
- 58% of students in the presentations have never used any Career Services programs
- Students feel our presentations are very interactive
- Student comments tell us the information is useful and wish they would have gotten it earlier, need more handouts, want us to make career services more known.
- Students want to learn more about behavioral interviewing, portfolios, and networking

Actions Based on Assessment: Classroom Presentations

Question: What changes or improvements do you plan to make as a result of what you have learned?

We are very happy with the results of the assessment changes we made for spring 09 semester. We are going to continue this assessment in paper form, so we can continue collecting demographics. We are going to add one specific question about the students understanding of the importance of leadership and community service. We plan to have one question change each year that will help us gauge student learning as we outline in our strategic plan. Currently we present on 5 different topics and the instructor picks the topic. Because of the results of the survey, some topics aren't meeting student's needs. We are going to stop doing those presentations and put the information online in a tutorial format. We will continue to do the Career Services Overview presentation as students learned the most from that session.

Assessment Plans: Classroom Presentations

Question: What are your future assessment plans?

As the new coordinator of Career Services, I continued the assessments that have previously been completed in the Career Services office to gauge what is working and what is not. The assessments were all demographic and satisfaction oriented and I made small changes for spring semester to start assessing student learning outcomes. Overall, the assessments were not producing very usable data and were not organized in an efficient manner and were not easily accessible.

For next academic year:

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Assessment Area (3 of 3): "Real Life" Workshop Series

Question: What are you assessing?

For the first time, Career Services office implemented a "Real Life" workshop series about transitioning from college to the professional workplace. Attendees would learn: professionalism in a diverse workplace, benefits of alumni services and how to connect with alumni, how to find federal employment opportunities, manage their money as they see it increase, how to network in their new community, package their resume toward a specific employer for better success, and how to handle stress and change during this transition. We used a written survey to determine if the students were learning what we intended. Career Services staff then uses this information to decide if we want to continue the workshop series next year and if so, what topics are students interested in. The assessment information is gathered in a report and available in the career services office.

Assessment Category: "Real Life" Workshop Series

Question: What category does your assessment initiative fall under?

"Real Life" Workshop Series- This assessment measures student learning outcomes.

Students learned:

- Why to stay connected with university after graduation
- Federal government has a lot of jobs and it is hopeful that I will be able to get one
- Federal government has jobs for any interest and talent and is a good option
- Should start early in saving money
- How to budget/manage personal finances
- What effects credit scores have
- How to network and importance of networking
- Effective networking tips
- Time management and how to deal with stress

Career Services staff learned:

- Students learned what we had intended.
- Student attendance was extremely low, but those that attended really enjoyed the information and found it beneficial to their future success
- The workshops that had outside employers presenting were better attended

Actions Based on Assessment: "Real Life" Workshop Series

Question: What changes or improvements do you plan to make as a result of what you have learned?

After Career Services staff reviewed the assessments we are going to consider changing the topics that weren't highly attended and bring more outside agencies in to present. We are also going to change the venue and time sequence of the event to get better attendance. We are considering coordinating these workshops on the day of the grad fair. No changes to the assessment form are anticipated as we found out students are learning what we had intended.

Assessment Plans: "Real Life" Workshop Series

Question: What are your future assessment plans?

As the new coordinator of Career Services, I continued the assessments that have previously been completed in the Career Services office to gauge what is working and what is not. The assessments were all demographic and satisfaction oriented and I made small changes for spring semester to start assessing student learning outcomes. Overall, the assessments were not producing very usable data and were not organized in an efficient manner and were not easily accessible.

For next academic year:

- Keep all assessments with changes to incorporating student learning outcomes
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Enrollment Services

Submitted by: Kathy Lake

Assessment Area (1 of 3): New Student Reception

Question: What are you assessing?

This event allows newly admitted students a chance to gather information from a variety of offices on campus. They are hosted in a centralized location where students live. At the end of each event, students and parents are asked to fill out an evaluation form so that we may evaluate the effectiveness of the information that is presented.

Assessment Category: New Student Reception

Question: What category does your assessment initiative fall under?

This falls into the Customer Satisfaction/Customer Service category of assessment.

Assessment Results: New Student Reception

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

Based on the evaluation results, we find that we are delivering necessary information to the students and their parents as well. Participants learned about features of the campus, housing specifics, and a good deal about what they needed to complete for financial aid purposes.

Actions Based on Assessment: New Student Reception

Question: What changes/improvements are planned as a result of what you have learned?

In the past we have made changes in the venues, food offerings, and content of the presentations of the receptions based on the turnout and the evaluations. We plan to look at them once again for the upcoming 2010 receptions.

Assessment Plans: New Student Reception

Question: What are your future assessment plans?

We will continue to assess the New Student Receptions so that we can continue to offer good, effective, information to the students and their parents. We will continue with the survey, but this year we are going to add a focus group opportunity to gather more in-depth feedback on this event.

Assessment Area (2 of 3): Dawg Days

Question: What are you assessing?

This event is hosted on campus on 12 Saturdays throughout the year. It provides an opportunity for prospective students to visit campus and acquire information about all that Ferris has to offer.

Assessment Category: Dawg Days

Question: What category does your assessment initiative fall under?

This falls into the Customer Satisfaction/Customer Service category of assessment.

Assessment Results: Dawg Days

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

Based on the evaluation results, we find that we are delivering necessary information to the students and their parents as well. They learn aspects of student life at Ferris, as well as obtain knowledge about the student experience from students. Finally, both students and parents have an opportunity to become knowledgeable about the campus via a comprehensive tour.

Actions Based on Assessment: Dawg Days

Question: What changes/improvements are planned as a result of what you have learned?

We continue to make changes when needed. We have added a Financial Aid informational session that commences just prior to the main presentation. We have moved the check-in process to the IRC connector to create a better traffic flow. We will be moving our dining experience to the newly renovated Rock Cafe to better handle the number of guests. Finally, we are going to invigorate our presentation by making it more interactive and lively for participants. Our observational assessment s over the past year indicated a lack of attention and engagement during the presentation. Also, there will be a new and more careful role of the Student Ambassadors in the event.

Assessment Plans: Dawg Days

Question: What are your future assessment plans?

We will continue to assess the Dawg Day initiative to see if more changes can be made to enhance the experience for parents and students. With the new program and other changes our survey will be redone to better glean participants' satisfaction and level of learning.

Assessment Area (3 of 3): Committee for Positive Change

Question: What are you assessing?

We held a workshop for staff that addressed customer service and team building. We received positive feedback and wanted to keep the momentum going. We held individual meetings with pockets of staff and based on the feedback that we received, formed the Committee for Positive Change.

Assessment Category: Committee for Positive Change

Question: What category does your assessment initiative fall under?

This falls into the Customer Satisfaction/Customer Service category of assessment.

Assessment Results: Committee for Positive Change

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

The committee came together and reviewed the results and looked for ways that we could make some immediate changes to bolster the morale of the offices and provide superior service to the students.

Actions Based on Assessment: Committee for Positive Change

Question: What changes/improvements are planned as a result of what you have learned?

There were several improvements that could be made immediately, and they have been implemented.

Problem #1: Ineffective Communication / Too many layers of bureaucracy inhibit timely solutions

Solutions:

- Add Business Office staff to monthly Enrollment Services staff meeting
- Expand the practice of having staff from other offices attend regular meetings of other areas
- Bi-Monthly meeting of all Enrollment Services Assistant Directors and above to enable more timely resolution of issues and foster better communication

Problem #2: Students unsure of their debt load and unfamiliar with financial literacy basics

Solutions:

- Office of Scholarships and Financial Aid (OSFA) will increase work with FSUS 100 classes to provide financial literacy basics
- OSFA has ordered and received copies of Your Federal Student Loans: Learn the Basics and Manage Your Debt, available to students and to be used with FSUS 100 classes
- OSFA will provide a link to CashCourse, a customizable financial literacy website
- OSFA is working on a report that will allow students to be notified of their student loans and loan debt at FSU at the end of each year or semester

Problem #3: Bathrooms on first floor of Timme Center are too often not clean

Solutions:

- During orientation, first floor bathrooms of Timme and bathrooms in the IRC will be given an additional cleaning at/around 10:00 a.m.
- More permanent solutions are under consideration

Assessment Plan: Committee for Positive Change

Question: What are your future assessment plans?

We will continue to assess the CPC initiative to see if more changes can be made to enhance the employee experience in Enrollment Services. We will be creating several activities for Customer Service Week in October 2009 and there will be a number of assessments associated with it. Of course, the committee is ongoing and will continue to address issues as they arise.

Financial Aid

Submitted by: Rob Wirt

<u>Assessment Area (1 of 2):</u> Student/Parent Understanding of Financial Aid Website

Question: What are you assessing?

We want to know the how well students and parents understand the financial aid process at Ferris State, the variety of aid programs available to them, and the variety of support options they have through the Office of Scholarships and Financial Aid. We have collected data through web-based and paper surveys, as well as direct conversations. Our main goal is to constantly improve our customer service, programs, publications and website to meet the changing needs of our stakeholders. We communicate our improvements through the web, as well as targeted e-mail and voice-message systems, along with marketing and news articles as appropriate.

Assessment Category: Student/Parent Understanding of Financial Aid Website

Question: What category does your assessment initiative fall under?

This falls into all 3 of the categories of Customer Satisfaction/Customer Service, Participation/Usage, and Student Learning Outcomes.

Assessment Results: Student/Parent Understanding of Financial Aid Website

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

We learned that our website was difficult to navigate and not very intuitive. We also learned that our students were generally quite satisfied with the level of customer service they received in our office. We learned that students were beginning to better understand concepts like Financial Aid Satisfactory Academic Progress, loan default, and the Banner self-service module.

Actions Based on Assessment: Student/Parent Understanding of Financial Aid Website

Question: What changes/improvements are planned as a result of what you have learned?

We have already completely re-engineered our financial aid website, including the scholarship area. We have continued the process of improving the Financial Aid Satisfactory Academic Progress process, including revising letters sent to students to improve their clarity. We will take a year off of collecting customer service survey information, as we do not want students to become numb to our requests for data. We are working with FSUS classes to provide financial literacy information to incoming students.

Assessment Plans: Student/Parent Understanding of Financial Aid Website

Question: What are your future assessment plans?

We are considering holding some financial literacy events on campus and then collecting information on what students learned at these events. We're also reviewing all of our on and off-campus interactions with students to explore the possibility of either improving our assessment of these events, or in some cases, beginning an assessment process. A long-term project being discussed is collecting data on a group of students' financial aid knowledge as this group moves from freshman class to senior class.

Assessment Area (2 of 2): Student/Parent Understanding of Financial Aid

Question: What are you assessing?

We want to know how well students and parents understand the financial aid process at Ferris State, the variety of aid programs available to them, and the variety of support options they have through the Office of Scholarships and Financial Aid. We have collected data through web-based and paper surveys, as well as direct conversations. Our main goal is to constantly improve our customer service, programs, publications and website to meet the changing needs of our stakeholders. We communicate our improvements through the web, as well as targeted e-mail and voice-message systems, along with marketing and news articles as appropriate.

Assessment Category: Student/Parent Understanding of Financial Aid

Question: What category does your assessment initiative fall under?

This falls into all 3 of the categories of Customer Satisfaction/Customer Service, Participation/Usage, and Student Learning Outcomes

Assessment Results: Student/Parent Understanding of Financial Aid

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

Through comments received from students and parents, we learned that our website was difficult to navigate and not very intuitive. We surveyed our students and parents, using both paper and web surveys, to gather information on our customer service. This showed us that our students were generally quite satisfied with the level of customer service they received in our office. We learned that students were beginning to better understand concepts like Financial Aid Satisfactory Academic Progress (SAP) through the number of questions we received when we sent our SAP letters to students.

Assessment Based on Assessment: Student/Parent Understanding of Financial Aid

Question: What changes/improvements are planned as a result of what you have learned?

- Completed re-engineering of financial aid website.
- Continue to review SAP process and letter language for improvements.
- Suspend customer service surveys for one year, to prevent student burnout.
- Work with FSUS classes to provide financial literacy information to students.

Assessment Plans: Student/Parent Understanding of Financial Aid

Question: What are your future assessment plans?

We are considering holding some financial literacy events on campus and then collecting information on what students learned at these events. We're also reviewing all of our on and off-campus interactions with students to explore the possibility of either improving our assessment of these events, or in some cases, beginning an assessment process. A long-term project being discussed is collecting data on a group of students' financial aid knowledge as this group moves from freshman class to senior class.

Institutional Research & Testing (IR&T)

Submitted by: Kristen Salomonson

Assessment Area (1 of 1): Student Ambassador Program Review

Question: What are you assessing?

We conducted an in-depth analysis of the Student Ambassador Program. The purpose was to explore ways to improve the services to prospective students and their parents as well as to refine the student learning opportunities for those participating as Ambassadors. A committee was formed to fully examine all aspects of the program - participant selection to training to specifics learning outcomes for all involved. By refining these processes, it will help us to better utilize our staff and monetary resources for optimal enrollment potential.

Assessment Category: Student Ambassador Program Review

Question: What category does your assessment initiative fall under?

This falls into 2 of the categories of Customer Satisfaction/Customer Service, and Student Learning Outcomes

Assessment Results: Student Ambassador Program Review

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

This committee convened to look at the Student Ambassador organization and identify areas where we felt improvements could be made. Over the course of our time together we took an in depth look at each area in which the Student Ambassador is involved in recruiting students to the university. After identifying an area in which we could improve upon we developed a solution that we thought would best remedy the issue and be the most plausible.

Actions Based on Assessment: Student Ambassador Program Review

Question: What changes/improvements are planned as a result of what you have learned?

There are several areas of changes we are in the process of implementing for the coming year. They are arranged by category below.

Structure

Issue (1 of 2):
Help our Student Ambassadors avoid becoming burned out and still provide more tours for our guests.

Solution:
We should hire 13 Student Ambassadors to live on campus, host overnight guest, and participate in Dawg Days and New Student Receptions as we currently do. Additionally, in order to increase the number of tours we give we should hire a pool of Student Ambassadors (up to 12) whose sole responsibility is to give tours for our daily visit guests. These Student Ambassadors would be paid on an hourly basis. The recommended pay for these Ambassadors is $7.60 per hour, this is based

on the universities guide for student employees, and it places them within the appropriate category for their job responsibilities in addition to allowing for raises based on the number of years of service provided. These Student Ambassadors would not participate in other recruiting activities unless deemed necessary to avoid additional expenses as we are already compensating our current Student Ambassadors for these activities. We should however compensate them for their weekly meeting which is required.

Issue (2 of 2):
The ultimate measure of success for our recruiting program is whether or not a student eventually enrolls in classes. Currently we have limited to no ability to track this information and cannot ultimately tell how effective our different activities are.

Solution:
We need to begin tracking information on students who visit campus. Ideally there would be an attribute in Banner or the new EMAS system that when a student attends a visit on campus we can enter them into the system and track all visits/communications we have with that student in addition to whether or not they eventually enroll.

Training

Issue (1 of 3):
We desire greater performance from our Student Ambassadors as it relates to their ability to help us recruit students to Ferris State. Specifically we would like to see more engaging campus tours and greater interaction with our Dawg Days guests.

Solution:
There are more in depth issues and recommendations to follow but in general we feel that the training for our Student Ambassadors is sub-standard as it relates to what our expectations are. We need to better communicate our expectations to our Student Ambassadors and develop a more comprehensive training focusing on the areas of greatest importance.

Issue (2 of 3):
The training schedule for previous years utilized only 2 of our 21 hours of training for tour training; this is the single largest and most important duty of the Student Ambassador.

Solution:
We have students on campus for three days of training, while we do not want to burn them out we can utilize more of their time here for training, ultimately increasing their training from 21 hours to 25. In order to better prepare our students to give tours the amount of time they spend specifically giving tours will be increased from two hours to seven; they also will spend time each day giving tours and progressively working towards giving tours to individuals from across campus as a trial run. This will give them a test audience to help them relieve some of their jitters in addition to giving us an audience from which we can gather in-depth feedback about the tour.

Issue (3 of 3):
As these are all new changes to the training we need to establish if they are effective and a good use of time.

Solution:
About mid-way through the semester we should survey our Student Ambassadors as to how well the training prepared them to do their job and make adjustments accordingly for the following year.

Daily Visits

Issue (1 of 3):
During the peak recruiting season our daily visits are booked full for a month in advance, for prospective students this can be frustrating.

Solution:
In order to better cater to our guests and ultimately have more prospective students visit our campus we should hire a greater number of Student Ambassadors to solely give tours, all tours should be smaller, but with the increase in tour guides ultimately provide more opportunities and reduce the wait to our guests.

Issue (2 of 3):
2/3 of our guests are "very satisfied" with the information they receive prior to their visit to FSU, we would like to see this number increase. One of the main components of this information is the campus map, it is hard to read as it does not portray a typical street map, people who had issue with the information received prior often mentioned the map as being difficult to read.

Solution:
Admissions should design a map to send to guests that resembles a more typical street map and is easy to read in black and white. The map should cater to the needs of the Admissions Office visitors; the map should highlight where the Timme Center is, where there is available parking, and the easiest way to get there.

Issue (3 of 3):
Our current Fall Orientation Registration number for freshman is down almost 200 students. We need to use all avenues to increase the number registering in upcoming years.

Solution:
Other than the survey we send out to visitors after their visit we do not have any special or directed communication with them after they leave campus. This pool of students is a prime market; we should send them a follow-up e-mail from one of our Student Ambassadors (include their picture in the e-mail), preferably their tour guide to thank them for visiting and encouraging them to contact admissions if they have any additional questions. We should again send the accepted students an e-mail from admissions/their tour guide when it comes time to sign-up for orientation.

<u>Tours</u>

Issue (1 of 2):
70% of our guests are "very satisfied" with their campus tour, while this number is not bad we could make minor adjustments to try and improve this number.

Solution:
In order to keep our tour guides fresh and excited in addition to avoiding lack of experience and practice our Student Ambassadors should give one tour per week (including all special tours and Dawg Days). We should show our guests the newly renovated IRC, to help this flow with the tour and be meaningful we should show them an IRC Classroom instead of one in Starr. In order to provide better closure to the tour we should also bring our guests back to Admissions, thank them, and give them our survey.

Issue (2 of 2):
Currently our tour groups are much larger than what is experienced by our visitors when they go to other institutions. This can make it difficult for personalized interaction to occur; also, it can make it hard for our guests to hear all the Student Ambassadors have to say. The concept of using a microphone was used but that would counter Ferris's desire to provide a small town atmosphere.

Solution:
We should have a greater number of Student Ambassadors available to give tours on a daily basis. We should attempt to limit tour groups to five family units (more or less depending on size but 10 to 15 people) this will allow for a more personal interaction. By having four Student Ambassadors available on Monday and Friday and three available on Tuesday through Thursday we should be able to give upwards of two tours at a time, each half as big as they currently are. Also, if a guest has a hearing issue we should consider having the Student Ambassador use a microphone and the guest wear a personalized hearing device. Also, we would need additional keys to the residence hall room so every tour could have one.

Assessment Plans: Student Ambassador Program Review

Question: What are your future assessment plans?

We will be revamping the visit surveys for parents and prospects, in addition the Student Ambassador s will be shadowed while they are out on actual tours to assess their growth and performance.

Office of Multicultural Student Services (OMSS)

Submitted by: Matthew C. Chaney

Assessment Area (1 of 1): "Imagine More" Student life Bus Tour

Question: What are you assessing?

High School Students -The intended learning outcomes is for the high school students participating or witnessing the bus tour presentation to learn about the many academic programs that are offered at Ferris State University. The students will learn what academic support services are offered and other student support resources that are available on campus. Also, students learn about the application process for college and the financial aid process. They learn the important due dates associated with both processes. Our main goal in assessing the students is to determine if they are learning the college preparation material and what we can do to improve the tour. We assess this initiative via paper and pencil surveys.

RSO Participants – The intended learning outcomes for the tour participants includes the development of good presentation and public speaking skills. Students learned effective time management skills as it relates to coordinating rehearsal times, etc. They learned how to be flexible in the delivery of their presentations as each venue that they presented at was typically very different. They learned the importance of professionalism and how to be effective ambassadors. The students learned how to effectively work in teams. We have coordinated a Student Leadership/Appreciation reception to honor the hard work and dedication of all bus tour participants and to offer feedback on how we can continue to improve the tour. Also, students who participated on the tour became reacquainted with the programs and resources available to them on campus. We assess our student a participants via paper and pencil surveys and during verbal debriefings after each school visit.

Assessment Category: "Imagine More" Student life Bus Tour

Question: What category does your assessment initiative fall under?

Our assessment measures Student Learning Outcomes and Customer Satisfaction both from a RSO participant perspective and High School Student perspective.

Assessment Results: "Imagine More" Student life Bus Tour

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

High School Students learned:

- The benefit of a university education particularly at Ferris State University verses going to a community college or out of state institution.
- About the various student support services and resources available on campus.
- About the different student groups on campus that are available through the office of student leadership and activities.
- About various leadership development opportunities and benefits.
- About important financial aid information and important deadline dates.
- About the admissions process including requirements and when to apply.

Bus Tour Participants learned:
- Leadership skills.
- Presentation and public speaking skills.
- How to speak to diverse audiences.
- Time management skills.
- How to adapt to different speaking environments.
- Professionalism and decorum.
- The importance of teamwork.

Actions Based on Assessment: "Imagine More" Student life Bus Tour
Question: What changes or improvements do you plan to make as a result of what you have learned?

High School Students:
- Improvements we would make is earlier coordination with high school administrators on times and locations of presentation.
- Better coordinate numbers of high school students in attendance so that we may bring adequate amounts of information to handout.

Bus Tour Participants:
- Improvements with participants include earlier preparation of bus tour presentations through the scheduling of rehearsals.
- Making sure that all participants have uniform or FSU apparel for presentations.
- Work on continual improvement of student presentations and stage presence skills.
- Purchased our own P.A. sound system for consistency in presentation from school to school. Sound systems varied from each school that we visited and some schools did not have speaker systems available, so we feel that this was a very important and beneficial improvement.

Assessment Plans: "Imagine More" Student life Bus Tour
Question: What are your future assessment plans?

- To stay consistent with the forms of assessments for the tour as well as continue to be receptive to new ideas for student presentations.
- Try to as much as we can assess the learning outcomes of both high school students and bus tour participants by entertaining several forms of communication i.e. paper, email, etc.
- Assess school administrators, teachers and staff at the various high school sites that we visit. This is something that we have not adequately done in the past.

Office of Student Conduct

Submitted by: Kristen Norton

Assessment Area (1 of 3): Hearing Officer Training

Question: What are you assessing?

An evaluation form is completed by every hall director that participates in training. The Office of Student Conduct needs to know if the hearing officers fully understand their role, the conduct process, hearing officer expectations, fundamental philosophies of student conduct, the student learning outcomes (what we are trying to achieve through the conduct process), University policy, and how to effectively navigate the database. The hall directors responded to questions that provided direct feedback regarding the effectiveness of training and their ability to meet the goals and perform these duties as established by this office.

Assessment Category: Hearing Officer Training

Question: What category does your assessment initiative fall under?

This assessment measures learning outcomes (staff).

Assessment Results: Hearing Officer Training

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

Hall Directors learned:

- The spectrum of resolution options and where Ferris falls in that model.
- The lenses of conduct work (student development, student rights, social justice, and restorative justice).
- The "big picture" – we called this Hearing Officer 2.0. This is an experienced group that is ready to be challenged in their conduct role.
- Tools to use with students during hearings that will help them reach the student learning outcomes we established.

Office of Student Conduct learned:

- We learned that the hearing officers find value in applying their skills (role plays) and appreciate most the time to practice what we they are learning.
- They also believe it is very important to be included in establishing the learning outcomes for our students and identifying the overarching philosophy of our conduct process.
- They appreciated better understanding WHY we do things (vs. just doing it to get it done).
- We need to train the new hearing officers on the basics (policy and Judicial Action) BEFORE they can appreciate the fundamentals of philosophy, etc.
- They need more information on creative sanctioning.

Actions Based on Assessment: Hearing Officer Training

Question: What changes or improvements do you plan to make as a result of what you have learned?

- Many of the returning staff members are ready for more significant cases and challenges in this role. I would like to figure out a way to broaden our scope of resolution options (restorative justice, conflict coaching, etc.) and train them to work in that capacity.
- I received feedback that some of the hall directors would like to be involved in presenting during training. I will be more inclusive next year.
- We will spend time discussing creative sanctions throughout the year.
- I will work with Housing to implement a couple of in-services during the year so we can continue training.
- Change the expectations so that ALL hearing officers need to observe another hearing officer before mid-semester. The evaluations showed that they felt giving and receiving feedback on their hearing techniques was one of the most valuable parts of training.

Assessment Plans: Hearing Officer Training

Question: What are your future assessment plans?

As the new Director of Student Conduct, I spent the better portion of my first year getting "my feet wet" and anecdotally determining what was working and what needed 'tweaking". I need to be much more intentional about assessing specific student learning outcomes to determine what students are learning as a result of participating in the conduct process at Ferris. We have already established some excellent student learning outcomes in which the hall directors are invested. In 2009-10 we will also:

- Provide an internet survey to all students who participate in the conduct process
- Run student focus groups throughout the year to solicit specific feedback
- Focus on assessing three strategic plan initiatives:

1. Increase in awareness of The Code of Student Community Standards.
2. UCD selection and training (as to determine how well prepared those volunteers are to serve in that capacity).
3. Develop a broader understanding regarding failure to comply cases (who are these students, why are they failing to comply, what can we do to curb this behavior, etc.).

<u>Assessment Area (2 of 3): FSUS Academic Misconduct Presentations</u>

Question: What are you assessing?

An evaluation was completed by each FSU-S student in attendance. During the 2008-09 academic year, presentations were made to six classes with a total of 83 students. The Office of Student Conduct needs to know if these students are learning new information that is beneficial to them regarding both academic misconduct issues as well as general University policy issues. We are trying to establish if students realize the significance of academic dishonesty violations, consequences, where to seek assistance if needed, and what to expect during the conduct process if an alleged violation occurs.

Assessment Category: FSUS Academic Misconduct Presentations
Question: What category does your assessment initiative fall under?

FSU-S Academic Misconduct Presentations- This assessment measures student learning outcomes.

Assessment Results: FSUS Academic Misconduct Presentations
Question: What did you (or your students) learn as a result of what you assessed?

Students learned:
- What happens (the process) when a violation of University policy occurs.
- How the University defines “Academic Misconduct”: the six policies.
- The potential consequences of academic misconduct.
- That students have rights.

Office of Student Conduct learned:
- We need to make the presentation more interactive.
- We should also include some information on general misconduct issues in these presentations. Most of the students I talked to felt uninformed about University policy and the Code of Student Community Standards.
- We need to promote the Code of Student Community Standards more widely.

Actions Based on Assessment: FSUS Academic Misconduct Presentations
Question: What changes or improvements do you plan to make as a result of what you have learned?

- Have a packaged program ready to go by fall 2009 that is more interactive and multi-media based so the students are more engaged.
- Promote the program to all FSUS faculty with the goal of receiving more invitations to present.
- Establish a “Know the Code” promotional campaign so students are more aware of academic misconduct issues, the Code of Student Community Standards, and University policy.

Assessment Plans: FSUS Academic Misconduct Presentations
Question: What are your future assessment plans?

As the new Director of Student Conduct, I spent the better portion of my first year getting “my feet wet” and anecdotally determining what was working and what needed ‘tweeking”. I need to be much more intentional about assessing specific student learning outcomes to determine what students are learning as a result of participating in the conduct process at Ferris. We have already established some excellent student learning outcomes in which the hall directors are invested. In 2009-10 we will also:

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2. UCD selection and training (as to determine how well prepared those volunteers are to serve in that capacity).
3. Develop a broader understanding regarding failure to comply cases (who are these students, why are they failing to comply, what can we do to curb this behavior, etc.).

<u>Assessment Area (3 of 3): Hall Director Satisfaction</u>

Question: What are you assessing?

Hall Director Satisfaction with expectations, relationship, and role. – Throughout the year, the OSC was hearing feedbacks that the hall directors felt stretched too thin as hearing officers and were unhappy with the expectations of them as hearing officers. They complained about the cumbersome process, frustration with timelines, and administrative duties. During April 2009, each hall director completed a survey and participated in one on one conversation to provide feedback to the director as to their perception on these issues.

Assessment Category: Hall Director Satisfaction

Question: What category does your assessment initiative fall under?

This assessment measured "customer" satisfaction and participation/capacity management.

Assessment Results: Hall Director Satisfaction

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

Office of Student Conduct learned:

- The hall directors are <u>not</u> spending an exorbitant amount of time in their role as hearing officers.
- There seems to be a direct correlation between those that feel frustrated with the process and the amount of time it takes with those who don't have strong administrative skills.
- Their view of their relationship with the Office of Student Conduct is relatively positive.
- They believe the expectations of them are reasonable.
- "Failure to Comply" cases are the most frustrating aspect of their role.
- They would like to the opportunity to "talk conduct" throughout the year and professional development opportunities.

Actions Based on Assessment: Hall Director Satisfaction

Question: What changes or improvements do you plan to make as a result of what you have learned?

- Determine a new way to handle "Failure to Comply" cases for the 2010-2011 academic year.
- Work with OSC staff to promote a welcoming, respectful, and positive experience for the hearing officers.
- Provide more avenues for communication and on-going training.

Assessment Plans: Hall Director Satisfaction

Question: What are your future assessment plans?

As the new Director of Student Conduct, I spent the better portion of my first year getting "my feet wet" and anecdotally determining what was working and what needed 'tweeking". I need to be much more intentional about assessing specific student learning outcomes to determine what students are learning as a result of participating in the conduct process at Ferris. We have already established some excellent student learning outcomes in which the hall directors are invested. In 2009-10 we will also:

- Provide an internet survey to all students who participate in the conduct process
- Run student focus groups throughout the year to solicit specific feedback
- Focus on assessing three strategic plan initiatives:

1. Increase in awareness of The Code of Student Community Standards.
2. UCD selection and training (as to determine how well prepared those volunteers are to serve in that capacity).
3. Develop a broader understanding regarding failure to comply cases (who are these students, why are they failing to comply, what can we do to curb this behavior, etc.).

Orientation

Submitted by: Leroy Wright

Assessment Area (1 of 3): Orientation Leaders

Question: What are you assessing?

Before training takes place learning objectives are established to help guide training and inform Orientation Leaders what they will be expected to know by the end of their training. This year our learning outcomes were broken into seven areas;

- Students and Families in Transition
- University Resources
- Diversity
- Communication
- Professionalism
- Customer Service
- Ferris Pride

At the end of Orientation, Orientation Leaders were sent a survey via email to assess whether or not they agreed that they met our established learning outcomes as well as job satisfaction questions about their Orientation Leader experience. Included in this survey is a chance for Orientation Leaders to give feedback on each part of the Orientation process. Along with an email survey, the last Orientation Staff Meeting was used to solicit information on how we can better improve the Orientation process for next year. The Orientation staff uses the information obtained from surveys along with the feedback given during the last Orientation Staff Meeting to better enhance the Orientation process and Orientation Leader training. Responses to Orientation Leader surveys are generated into a written report by Institutional Research and Testing.

Assessment Category: Orientation Leaders

Question: What category does your assessment initiative fall under?

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

Assessment Results: Orientation Leaders

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

Orientation Leaders learned:

- 100% of respondents strongly agreed that they have knowledge of campus resources for students.
- 100% of respondents strongly agreed that they have developed self-confidence through the use of communication skills.
- All respondents to the Orientation Leader assessment somewhat or strongly agreed that they met our learning outcomes.
- In addition to agreeing with the above learning outcomes, many respondents mentioned campus resources and communicating with people an open-ended "What did you learn from your Orientation Leader experience" question.

Orientation Staff learned:

- Orientation Leaders think that the Welcome Presentation is effective.
- That the Welcome DVD needs to be updated and student testimonials need to be removed.
- Orientation Leaders enjoy their job.
- Orientation Leaders don't like the "library lot booth" or the "entrance to the ID door" morning tasks.
- Orientation Leaders would be interested in purchasing extra clothing.
- Orientation Leaders think that Hunting Bank should be in the Lobby of Timme.

Actions Based on Assessment: Orientation

Question: What changes or improvements do you plan to make as a result of what you learned?

- Update Welcome DVD and remove student testimonials.
- Explore options to allow Orientation Leaders to purchase clothing.
- Continue to intentionally spend time during training to focus on communication and University resources.

Assessment Plans: Orientation

Question: What are your future assessment plans?

We will continue to strive to improve Orientation through the feedback provided by our Orientation Leaders, Orientation Participants, and Orientation Participant's Friends & Family. Our next step will be to establish learning outcomes for our Orientation Participants. We hope that they are learning when they come for registration and we have only begun to move away from satisfaction data and are only starting to embrace learning outcomes data. As learning outcomes have directed our Orientation Leader Training, learning outcomes should direct our Orientation program for our participants.

<u>Assessment Area (2 of 3): Orientation Participants</u>

Question: What are you assessing?

An email survey is sent to all students who attend Orientation. This survey traditionally focused on satisfactory information. However, this year an educational counselor suggested that we incorporate an assessment of general academic information that each student should have received during their college meeting. This information is used to determine what part of Orientation students dislike the most and whether or not students understood and are able to use the general advising information given at each college meeting. Survey responses for all of Orientation were generated into one report by Institutional Research and Testing. This information is then shared with educational counselors from each college as well as other departments that request to see parent survey responses.

Assessment Category: Orientation Participants

Question: What category does your assessment initiative fall under?

Orientation Participant- This assessment measured customer satisfaction and student learning outcomes.

Assessment Results: Orientation Participants

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

Orientation Participants learned:

- Can either alone or with help select courses for their General Education requirements (93%).
- Can either alone or with help recognize required courses within their chosen program (95%).
- Can either alone or with help build a schedule that advances their academic plan (96%).

Orientation Staff learned:

- Participants want more individual help registering for class.
- Participants felt rushed to registering for classes.
- Participants want to know more about housing, and what to bring.
- Participants don't like having blocked scheduled classes.
- Participants want to know more about computer requirements.
- Participants want to meet their roommate.
- Transfer students feel that Orientation is solely for traditional freshman.
- Transfer students want a Transfer Student Orientation.

Actions Based on Assessment: Orientation Participants

Question: What changes or improvements do you plan to make as a result of what you learned?

- Explore options to offer participants more time in the registration room.
- Explore options to better prepare students to register for classes on their own.
- Provide more information about what students may and may not have in their resident halls.
- Explore options to provide students with more information regarding suggested computer requirements.
- Explore options to better meet transfer student needs.

Assessment Plans: Orientation Participants

Question: What are your future assessment plans?

We will continue to strive to improve Orientation through the feedback provided by our Orientation Leaders, Orientation Participants, and Orientation Participant's Friends & Family. Our next step will be to establish learning outcomes for our Orientation Participants. We hope that they are learning when they come for registration and we have only begun to move away from satisfactory data and are only starting to embrace learning outcomes data. As learning outcomes have directed our Orientation Leader Training, learning outcomes should direct our Orientation program for our participants.

<u>Assessment Area (3 of 3): Orientation Participant's Friends & Family</u>

Question: What are you assessing?

For each student who attended Orientation their friends & family were given the opportunity to complete a written survey. This survey was designed to assess the satisfaction of the friends & family

Orientation experience. There was not any established learning outcomes audience. Friends & family surveys responses were generated into a report for each day of Orientation by Institutional Research and Testing. This information is then shared with educational counselors from each college as well as other departments that request to see parent survey responses.

Assessment Category: Orientation Participant's Friends & Family

Question: What category does your assessment initiative fall under?

This assessment measured customer satisfaction.

Assessment Results: Orientation Participant's Friends & Family

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

Orientation Participants Friends & Family Satisfaction:

- Friends & Family were satisfied with overall with Orientation.
- Friends & Family agreed that the Welcome Presentation was useful.
- Friends & Family agreed that the college meeting was useful.
- Friends & Family agreed that the Friends & Family session was useful.
- Friends & Family comment that the Timme Center for Student Services is too small for check in.

Orientation Staff learned:

- Ferris' Orientation is compared favorably to other colleges and universities.
- Friends and Family want more information on what to bring to the resident halls.
- Friends and Family want to be with their student when they register for classes.

Actions Based on Assessment: Orientation Participant's Friends & Family

Question: What changes or improvements do you plan to make as a result of what you learned?

- Explore options to reduce congestion during the Orientation check-in process.
- Explore options to better inform participants on what is and is not allowed in the resident halls.

Assessment Plans: Orientation Participant's Friends & Family

Question: What are your future assessment plans?

We will continue to strive to improve Orientation through the feedback provided by our Orientation Leaders, Orientation Participants, and Orientation Participant's Friends & Family. Our next step will be to establish learning outcomes for our Orientation Participants. We hope that they are learning when they come for registration and we have only begun to move away from satisfactory data and are only starting to embrace learning outcomes data. As learning outcomes have directed our Orientation Leader Training, learning outcomes should direct our Orientation program for our participants.

Rankin Student Center

Submitted by: Mark Schuelke

Assessment Area (1 of 1): Meetings and Events/Building Usage

Question: What are you assessing?

Meeting & Events – Our intended outcome was to evaluate our reservation process and event set-ups for the Rankin Meeting Space.

Building Usage – We have people counters at all the entrances to the Rankin Student Center. The counters keep a daily total of customers utilizing the facility.

Assessment Category: Meetings and Events/Building Usage

Question: What category does your assessment initiative fall under?

Meeting & Events - We had a total of sixty-four customers participate in the survey. We were looking to evaluate the customer satisfaction of the process of reserving and utilizing the conference space in Rankin.

Building Usage – We evaluate the daily and monthly traffic in the student center.

Assessment Results: Meetings and Events/Building Usage

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

Meeting & Events – 95% or 61/64 was satisfied with the reservation process
94% or 60/64 was satisfied with the choice of conference room
95% or 61/64 was satisfied with help identifying space
97% or 61/63 was satisfied with the set-up of the space

Building Usage – The student center averaged 61,402 visitors monthly.

Actions Based on Assessment: Meetings and Events/Building Usage

Question: What changes or improvements do you plan to make as a result of what you have learned?

Meeting & Events - No changes planned at this time.

Assessment Plans: Meetings and Events/Building Usage

Question: What are your future assessment plans?

Meeting & Events - We will be assessing the meeting services for Fall and Spring Semester during the 2009/10 Academic Year.

Building Usage – We track facility usage on a monthly and yearly basis. This information will help us with our future renovation plans.

Student Leadership & Activities

Submitted by: Allissa Witucki

Assessment Area (1 of 4): Office Student Staff

Question: What are you assessing?

Our intended learning outcome would be to develop the student staffs' leadership abilities and demonstrating professionalism in the office. At office training in the beginning of the year, the student staff completed a goals worksheet which included these three questions;

1. Describe your unique talent and how you would use it in our office,
2. What personal goal would you like to accomplish in our office and before you graduate, and
3. What are your goals for the office as a whole this year and what would you like to accomplish together.

Assessment Category: Office Student Staff

Question: What category does your assessment initiative fall under?

Participation: One Office Manager, one Volunteer Center Manager, and eighteen student staff members.

Assessment Results: Office Student Staff

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

At the end of the year, we never had the students complete a worksheet on what they learned from working in the office.

Actions Based on Assessment: Office Student Staff

Question: What changes or improvements do you plan to make as a result of what you have learned?

We didn't assess the students on what they learned to make any changes except to have assessment in the future.

Assessment Plans: Office Student Staff

Question: What are your future assessment plans?

This year, we are planning on completing a goals worksheet at the beginning and end of the year, as well as, implementing new assessment tools to help the students realize what they learned in the office.

Assessment Area (2 of 4): Registered Student Organizations

Question: What are you assessing?

Our intended learning outcomes would be to develop the students' intrapersonal, interpersonal, and practical competences and civic engagement. This year, we didn't assess what students learn by being involved with an RSO on campus.

Assessment Category: Registered Student Organizations

Question: What category does your assessment initiative fall under?

Registered Student Organizations – Participation: 226 active RSOs on campus that vary in size. Some groups have 4 members where others have over 100 members.

Assessment Results: Registered Student Organizations

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

We didn't assess the student organizations during the year so we learned that we need to assess the students in the future.

Actions Based on Assessment: Registered Student Organizations

Question: What changes or improvements do you plan to make as a result of what you have learned?

We didn't assess the student organizations on what they learned so we were unable to change or make improvements except to have assessment in the future.

Assessment Plans: Registered Student Organizations

Question: What are your future assessment plans?

We are in the process of purchasing a new RSO management software that will give us the ability to assess and survey the student groups. We will be able to send online surveys to students to complete and have information on how active the RSOs are on campus.

Assessment Area (3 of 4): Volunteer Center

Question: What are you assessing?

Our intended learning outcomes would be student and civic engagement development. We hope the students would be able to understand and appreciate the different cultures and develop a sense of civic responsibility when volunteering in the community and on campus. The data collection method is the volunteers reporting their hours online through our database system.

Assessment Category: Volunteer Center

Question: What category does your assessment initiative fall under?

Participation: Sixty-six RSOs reported 21,135 hours and six hundred and seventy-eight individual students reported 10,912 hours total for the year. The total for in-kind donations was $12,636.25 to various agencies such as Habitat for Humanity, WISE, and Relay for Life.

Assessment Results: Volunteer Center

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

We learned that about 34% of the active RSOs are reporting their volunteer hours. There were no faculty/staff or community members that reported hours for the year.

Actions Based on Assessment: Volunteer Center

Question: What changes or improvements do you plan to make as a result of what you have learned?

Our office is sponsoring the Initiative 125, which is a service challenge for the University's 125th Anniversary. The goal of the event is to have students, faculty/staff, and community members reach 125 hours of community service or more. We hope that this will gain the interest of the faculty/staff and community members who haven't been reporting hours in the past.

Assessment Plans: Volunteer Center

Question: What are your future assessment plans?

We are planning on having a short survey for the volunteers to fill out after completing their hours to tell us about their learning outcomes.

Assessment Area (4 of 4):
Student Development Record (Co-Curricular Transcript)

Question: What are you assessing?

The intended learning outcomes of using the SDR would be practical competence such as pursuing goals, managing career development, and demonstrating professionalism. The form of data collection is students reporting their information on our database online.

Assessment Category: Student Development Record (Co-Curricular Transcript)

Question: What category does your assessment initiative fall under?

Participation: There are six different categories listed that the students can report their involvement under: leadership, professional conferences, awards/honors, paraprofessional, varsity athletics, and artistic endeavors. In the fall semester, forty-two students reported involvement for their SDR. There were 39 leadership, 3 conference, 2 awards/honors, 4 paraprofessional, and 4 athletics reported for those students. In the spring semester, seventeen students reported their involvement. There were 16 leadership, 2 awards/honors, 3 paraprofessional, and 1 athletic.

Actions Based on Assessment: Student Development Record (Co-Curricular Transcript)

Question: What changes or improvements do you plan to make as a result of what you have learned?

Student Development Record (Co-Curricular Transcript) – We need to work with Career Services and the Career Explorations course instructors to communicate with them about how they can incorporate it into their courses. The RSO management software will allow our office to send out messages to students about the benefits of reporting their involvement online and printing off their co-curricular transcript.

Assessment Plans: Student Development Record (Co-Curricular Transcript)

Question: What are your future assessment plans?

Student Development Record (Co-Curricular Transcript) – We would like to assess how many students have used their SDR for a job interview or to get into a higher education program. The new software could help determine how much the students use the SDR.

University Recreation

Submitted by: Cindy Vander Sloot

Assessment Area (1 of 2): Aquatics Program

Question: What is being assessed?

At the completion of the spring 2009 swim lesson sessions, each participant's parent completed a Swim Lesson Evaluation. This survey asked questions regarding issues that had either been observed by Sarah Raymond, Aquatics Coordinator, or had been discussed in conversations between parents and Sarah Raymond. To grow our swim program we must know the following things: is the instruction given by the student staff effective; is the cost perceived equivalent to the improved swimming skills of the participant; is the registration process streamlined for ease.

Assessment Category: Aquatics Program

Question: What category does this assessment initiative fall?

This assessment measures customer satisfaction, program efficiency and participant learning.

Assessment Results: Aquatics Program

Question: What did we learn as a result of this assessment?

There are 75 participants in this survey.

- Parents are happy with their children's learned and improved skills.
- There is concern that the lesson length is too short.
- Children are testing out of the highest level of lesson, but still want to swim for activity.
- Some instructors (FSU student lifeguards) do not show interest or enthusiasm when teaching.
- Registration process is cumbersome to parents.

Actions Based on Assessment: Aquatics Program

Question: What changes or improvements will be made as a result of what was learned?

Our planned changes and improvements are as follows:

- Increase lesson length from 30 minutes to 60 minutes for the higher level swimmer.
- Saturday lessons have been eliminated at this time due to ineffectiveness and inefficiency.
- Written lesson plans are to be submitted by the instructors to Sarah Raymond prior to each day's lessons.
- Swim Club was created for higher level swimmers that tested out of highest lesson level to ensure continued education and swim activity.
- Sarah Raymond and instructors to facilitate the registration process instead of the SRC Receptionist.

Assessment Plans: Aquatics Program
Questions: What are your future assessment plans?

We will embed and continue assessment using methods of survey, interaction with participants and their parents, and observation throughout the six week sessions for fall 2009 and spring 2010. Through the assessment process, growth and improvement in the aquatics programming will result.

Assessment Area (2 of 2): Incidental Student Learning Outcomes
Question: What is being assessed?

Throughout the year, several incidental student learning outcomes occur in the Department of University Recreation. The incidental outcome may not be a part of formal planning, but results from experiences and interactions with our department. Much of this data is collected indirectly via emails from students or through conversations with students. The focus of this example is an interaction had with a student staff member who was graduating spring of 2009.

Director and Assistant Director discussed with the student staff member the following items:
- Responsibilities of employment not being met
- Negative-impacting performance changes
- Perceived negative attitude toward being at work

Assessment Category: Incidental Student Learning Outcomes
Question: Under what category does this assessment initiative fall?

This assessment measures student learning outcomes.

Assessment Results: Incidental Student Learning Outcomes
Question: What did we learn as a result of this assessment?

During the meeting, the student claimed responsibility for the negative-impacting performance changes and agreed to work hard to make positive changes. This student claimed to have “senioritis,” and thanked us for helping him recognize what was happening. He also stated that, as a result of our conversation with him, he further developed his leadership skills, identified personal weaknesses, and developed strengths to overcome his “ailment.” This student also stated that he felt because we addressed the issues, it showed we cared for him and for our facility. As a result of the conversation with student staff member, immediate changes were witnessed.

Actions Based on Assessment: Incidental Student Learning Outcomes
Question: What changes or improvements will be made as a result of what was learned?

- Develop formal and intentional assessment methods.
- Engage student staff in formal meetings each month.

Assessment Plans: Incidental Student Learning Outcomes

Questions: What are your future assessment plans?

- Continue assessment using methods of observation, interaction and communication.
- Create a formal exit interview process for student employees to collect assessment data on student learning outcomes. (fall 2009)
- Maintain database of assessment in our effort to develop life skills. (fall 2009)