FERRIS STATE UNIVERSITY

Division of Student Affairs
Assessment Highlights
2010 – 2011

Report Date: August 16, 2011

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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)
Cindy Horn
George Nagel
Kristin Norton
Lisa Ortiz
Angela Roman
Kristen Salomonson (co-chair)
Leroy Wright

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

The following are highlights of the assessment initiatives from the Division of Student Affairs for the 2010-2011 academic year.

Admissions (Recruitment)

Submitted by: Troy Tissue

Assessment Area (1 of 3): Military Veteran Student Support Services

Question: What are you assessing?

The Office of Admissions initiates and monitors numerous university wide services in direct support of its military veteran student populations. This programming includes customer service in support of "prospective student" and "current student" populations, alike. Examples of these efforts include:

- Staffing of a fulltime staff member tasked with GI Bill administrative programming
- Consortium member of Service Members Opportunity College
- Scholarships for military veteran students specific to prior qualifying military service
- Tuition discounts for out-of-state military students
- Reserve Officer Training Corps (ROTC) academic offerings
- Veterans (and Support Groups) Student Registered Organizations
- Veterans web page supported by university administration

During the fiscal year of 2011, a vendor approached the University for the purpose of surveying the University's student veteran populations as to their overall perceived satisfaction of Veteran programming at Ferris State University. The 32-question survey instrument made available electronically and submitted to all registered "veteran" students of the University, resulted in a return sampling from said population.

Assessment Category: Military Veteran Student Support Services

Question: What category does your assessment initiative fall under?

Customer Satisfaction / Customer Service

Assessment Results: Military Veteran Student Support Services

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

Overall, programming at the University in support of students with a military veteran status is satisfactory in nature to its cohort; however, some areas of "dissatisfaction" resulted.

Actions Based on Assessment: Military Veteran Student Support Services

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

The professional staff of Admissions in collaboration with student Veterans review support programming and make timely recommendations for adjustments, accordingly. Based upon initial answers provided to the survey, it is perceived that a communication stream must be established to this student population; thus, providing a formal information "network" between the student, University, and U.S. Dept. of Veteran Affairs (VA). This communication streams' emphases will be that of campus military programming and VA educational benefits information. This action is proposed to be accomplished via monthly news e-mail blasts from the University's Veteran Office to the military veteran student populations.

Assessment Plans: Military Veteran Student Support Services

Question: What are your future assessment plans?

We will again provide a survey instrument measuring our programming to this student cohort. This survey is anticipated to be delivered mid semester of Spring 2012.

Assessment Area (2 of 3): Dawg Day (Saturday) Campus Visitation Programming

Question: What are you assessing?

The Office of Admissions offers surveys to all guests of the hosted Dawg Days (Saturday) campus visitation programming. This sampling is provided to prospective students, their family members, and friends in attendance of any of the 12 annually offered events.

Assessment Category: Dawg Day (Saturday) Campus Visitation Programming

Question: What category does your assessment initiative fall under?

Customer Satisfaction / Customer Service (Internal and External)

Assessment Results: Dawg Day (Saturday) Campus Visitation Programming

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

This reoccurring survey has been historically offered throughout the duration of this campus visits' program existence (in excess of 10 years). The instrument, modified over the duration, is a most valuable tool to accommodate programming changes, meet new or unique customer needs, or simply to inquire as to prospective recruitment programming.

Specifically, this years' learning environment came "externally" from the survey instrument. During the course of the school year, the student newspaper engaged and activated a "student" element that took exception to campus guests/visitors dinning during peak hours at the campus dining facility, The Rock. A student "sit-in" was performed during a latter Dawg Day; thus, attempting to make seating a premium and a perceived inconvenience during the dining experience for campus guests.

Actions Based on Assessment: Dawg Day (Saturday) Campus Visitation Programming

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

This situation, handled in a most professional manner by administration and staff membership, resulted in zero negative feedback via survey results from our guests. Following Dawg Day event luncheon times were adjusted (by administration members) for our guests to arrive at an earlier hour for their dining experience; thereby, eliminating dining congestion points at The Rock.

Assessment Plans: Dawg Day (Saturday) Campus Visitation Programming

Question: What are your future assessment plans?

As with past Dawg Day visitation seasons, a survey instrument will be provide to all guests in an attempt to measure their visitation experience. Discussion is ensuing within the Office of Admissions as to provide a survey to the current student populations that frequent The Rock; thereby, obtaining their opinions of this "modified dining schedule" of Dawg Days.

Assessment Area (3 of 3): Admissions Electronic "Recruitment" Communication Streams

Question: What are you assessing?

During this reporting period, the Office of Admissions reviewed and accessed its established outbound communication streams to prospective students. This comprehensive review included electronic and print mediums, multiple recruitment market segments of prospective recruitment pools, and the utilization of vehicles of communication for the purposes of engagement methods.

The Office of Admissions established electronic communion streams for recruitment purposes on or about the year 2001. These methods of engagement included e-mail with "text" and "flash" content. During the recruitment year in support of the incoming class of 2010, the Office of Admissions launched over 1,000,000 e-mails in support of the established recruitment communication model.

Print medium, leveraged in conjunction with electronic communications, supports the University's recruitment efforts of undergraduate enrollment. Partnerships in collaboration with the University Advancement and Marketing has established print medium communication streams to multiple market segments and complement the electronic methods of recruitment communications.

Assessment Category: Admissions Electronic "Recruitment" Communication Streams

Question: What category does your assessment initiative fall under?

Customer Satisfaction / Student Learning

Assessment Results: Admissions Electronic "Recruitment" Communication Streams

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

Overall, the electronic communication streams were antiquated in "quality of message content" and visually unappealing. Numerous "links" were broken, flash content was antiquated, and text content was with grammar errors and context inconsistencies. Additionally, students learned how to perform tasks in a work group setting, evaluate and make recommendations, review-revise-create messaging content; deliver written and oral reports of work performed.

Actions Based on Assessment: Admissions Electronic "Recruitment" Communication Streams

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

As a result of the holistic review performed on the electronic marketing efforts of the Office of Admissions, a "student driven" development team was staffed throughout the summer. This creative team consisted of five student intern members from the following academic programs:

Graphic Design
Technical & Professional Communication
Television and Digital Media Production

The overall charge of the work group was to review existing "recruitment" communication streams; further, develop electronic templates for e-mail messaging, rewrite and create text message content, review –rewrite-create print communications, and develop video for the purposes of imbedding into electronic correspondence. The team also developed multiple Quick Reaction (QR) codes that will be imbedded into print materials and drive prospective students to specific marketing queues. These QR codes will drive prospective student into mobile "smart phone" solutions; therefore, allowing further recruitment content to be disseminated in the widest manner available. The exploitation and leveraging of Facebook was placed in line with electronic and print media; thus, engaging prospective students in social media campaigns via Admissions' driven content.

This assigned task of rework and development was accomplished in a 2.5-month period. Additionally, a printed postcard series (for the purposes of recruitment "yield") was creatively developed for multiple market segments.

Assessment Plans: Admissions Electronic "Recruitment" Communication Streams

Question: What are your future assessment plans?

- Perform annual reviews and appropriate updating of recruitment messaging content.
- Observe and review new and leading edge of on-line communication tools and methods. Implement these new communication sets where/when appropriate.
- Evaluative the results of communication practices currently within the scope of Admissions.

Admissions (Process)

Submitted by: Charlotte Tetsworth

Assessment Area (1 of 2): Transfer Articulation Process

Question: What are you assessing?

The preliminary evaluation for reworking the Transfer Articulation process is in motion. The top 5 and 10 schools have been identified as well as the number of courses that will require rebuilding to accommodate the necessary changes for more accurate communication. The next step is to test the best way to facilitate the reentry process as well as identify the process necessary to create the least amount of disruption while maintaining current levels of service provided to both students and internal constituents.

Assessment Category: Transfer Articulation Process

Question: What category does your assessment initiative fall under?

Customer Satisfaction/Customer Service

Assessment Results: Transfer Articulation Process

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

This is a large and complicated process. Each step of the process will require a detailed, concerted effort. We are in the very early stages of the process. We have learned that the timeline for this process will be on going for the next academic school year. We have identified 3 major areas of required improvement: Fundamentally change the way we enter transfer course equivalents, Web display of courses and attributes for internal and external constituents, Length of time for equivalency evaluation.

Actions Based on Assessment: Transfer Articulation Process

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

Better communication and a more practical use of current resources are the desired outcomes as well as a more clear and defined process of entry and ease of understanding for all involved parties.

Assessment Plans: Transfer Articulation Process

Question: What are your future assessment plans?

At this point future plans are in infancy stages as this process is fairly new. The process itself will require additional assessment as we test the results.

Assessment Area (2 of 2): Staff Duties

Question: What are you assessing?

The annual Staff Exploration is underway to help identify current needs and redistribution of duties if necessary. This has proven quite helpful over the past year as we were able to maintain optimal levels of customer service by utilizing the strengths of our current staff. With the addition of a new employee our areas of weakness will be addressed as well as allow for additional priorities to be met.

Assessment Category: Staff Duties

Question: What category does your assessment initiative fall under?

Customer Satisfaction/Customer Service

Assessment Results: Staff Duties

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

A) The areas of improvement or weaknesses were identified allowing us to seek additional help to focus customer service.

B) Furthermore we are able to dig deeper into what are necessary steps in processing and identify new areas of technical assistance.

Actions Based on Assessment: Staff Duties

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

*A) The new employee has taken on several duties to assist in the day to day processing of our current student pool. She will be taking the assessment as to ascertain her strengths.

*B) For example: The web application process entry for applicants that need manual entry is time consuming. Through this process we met to discuss needs and areas of improvement. This issue was discussed and thus called us to action in reevaluating our current Axiom product. It was determined that we needed to reassess our needs and the current functions of Axiom. We are in the midst of retooling the Axiom product to allow for more auto application entry.

Assessment Plans: Staff Duties

Question: What are your future assessment plans?

We will move forward with this assessment on a yearly basis so that we can continue to identify areas of improvement while creating buy in with staff and solving issues with a team approach.

Birkam Health Center

Submitted by: Paul Sullivan

Assessment Area (1 of 4): Medical Chart Compliance Program

Question: What is being assessed?

The Medical Chart Compliance Program mandated by the Department of Health and Human Services continues as part of assessment at the Health Center. Random samples of medical charts were selected to evaluate coding and billing practices, appropriate documentation and reasonable and necessary services.

Assessment Category: Medical Chart Compliance Program

Question: What category does this assessment initiative fall under?

Customer/Patient Service as related to professional quality of service.

Assessment Results: Medical Chart Compliance Program

Question: What was learned as a result of this audit?

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

Actions Based on Assessment: Medical Chart Compliance Program

Question: What changes or actions are planned as a result of this assessment initiative?

Chart documentation is discussed with appropriate personnel and discussed in general at various staff meetings. While chart compliance is mandatory, it serves to enhance everyone's understanding of good practices and procedures which positively impacts the quality of medical care for our students.

Assessment Plans: Medical Chart Compliance Program

Question: What does the future hold for this initiative?

This practice will continue to be a routine assessment procedure at the Health Center. It will continue to benefit our student patients, staff, and the university.

Assessment Area (2 of 4): Evaluation of Birkam Revenues and Expenses

Question: What is being assessed?

The entire Health Center staff formed work teams to evaluate our revenues and expenses during the 2010–11 year. Our entire operation was examined.

Assessment Category: Evaluation of Birkam Revenues and Expenses

Question: What category does this initiative fall under?

Other: Review of Revenues and Expenses

Assessment Results: Evaluation of Birkam Revenues and Expenses

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

The team studied the cost of running the Birkam Health Center and helped to determine ways to increase revenue. A consulting company, Rehmann and Associates, was hired to examine all of our operations.

Actions Based on Assessment: Evaluation of Birkam Revenues and Expenses

Question: What was learned as a result of this audit?

It was found that the Health Center staff offers excellent clinical care to the majority of our students. Little can be done to reduce our expenses because they are fixed at a pre-determined level or costs have already been significantly reduced in recent years. Revenue can be increased by acting on a number of strategies, including raising fees and charges, and contracting with more insurance carriers. Charges to students are still much lower than in the community.

Assessment Plans: Evaluation of Birkam Revenues and Expenses

Question: What does the future hold for this initiative?

Some strategies have already been implemented, reducing the Health Center financial burden by approximately $100,000 from 2009–10.

Assessment Area (3 of 4): Reviewing New Practice Management and Electronic Medical Record Software

Question: What is being assessed?

The Birkam staff has been reviewing new practice management and electronic medical record software.

Assessment Category: Reviewing New Practice Management and Electronic Medical Record Software

Question: What category does this initiative fall under?

Other: Reviewing Medical Record Software

Assessment Results:

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

Through the staffs' hard work, a company has been identified to perform this function.

Actions Based on Assessment:
Question: What was learned as a result of this audit?

That more revenue can be efficiencies and realized.

Assessment Plans:
Question: What does the future hold for this initiative?

It is estimated that more insurance carriers will be accepted, making it easier for parents and students. Accepting more insurance carriers will also help to increase revenue. We will meet the requirements for having an electronic health record.

<u>Assessment Area (4 of 4): Patient Satisfaction Survey</u>
Question: What is being assessed?

A patient satisfaction survey was completed this Spring Semester.

Assessment Category: Patient Satisfaction Survey
Question: What category does this initiative fall under?

Customer Satisfaction/Customer Service (Survey results, etc.)

Assessment Results: Patient Satisfaction Survey
Question: What did you (or your students) learn as a result of what you assessed?

The vast majority of the 100 students surveyed were at least very satisfied with all services at the Health Center.

Actions Based on Assessment: Patient Satisfaction Survey
Question: What was learned as a result of this audit?

Students and families would like to be able to use their insurance.

Assessment Plans: Patient Satisfaction Survey
Question: What does the future hold for this initiative?

The Health Center will expand its satisfaction surveys to include non-user needs assessment.

Career Services

Submitted by: Angela Roman

Assessment Area (1 of 2): Student Employee Workplace Skills Attainment

Question: What are you assessing?

The Career Services office routinely hires 7-10 student employees per year. We have always been committed to going the extra mile in assisting our student employees with preparing for the workplace. In the past we have had regular conversations with our student employees and used the general student employee evaluation form at the end of each year. This year we wanted to tailor all of our assessment efforts to what our student employees are learning as a result of working in the Career Services office. We created learning objectives based upon general workplace skills, such as communication, teamwork, professionalism, and more. We talked to each student employee at the beginning of the year, gave them the learning objectives and explained the new process of performance evaluations that would take place at the end of the year. For new student employees, this evaluation would also take place after the first semester. We conducted reflective one-on-one discussions as a way of assessing each student employees learning.

Assessment Category: Student Employee Workplace Skills Attainment

Question: What category does your assessment initiative fall under?

Student learning outcomes

Assessment Results: Student Employee Workplace Skills Attainment

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

Career Services Student Employees learned:

- Job specific skills they can take to their career: i.e. a nursing student can educate groups of patients because she conducted classroom presentations for the Career Services office, an accounting student can engage in detailed problem solving because of the experience in balancing the Career Fair budget, and a marketing student is able to survey and meet customer expectations as a result of conducting a Career Services survey to all FSU students.

- Diversity can come in all forms and they were excited to be immersed in assisting a diverse student population. Most often stating they learned how to better communicate with International Students.

- Leadership skills are not just leading others to do work. Our student employees commented they learned a lot about their leadership skills and how to advocate for issues they are passionate about. Some students were learning how to lead small groups, but most commented they learned the most about their own leadership skills.

Career Services Staff learned:

- Performance evaluations based not on how well a student employee does the work, but what they are learning, has a dramatic affect on the student employees workplace behavior.

- Student employees seem to be much more committed to their work in the Career Services office when they see how it all relates to their future career.

Actions Based on Assessment: Student Employee Workplace Skills Attainment

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

We are very excited about the results of this assessment and the change in how we evaluate our student employees. We will not be changing the way we evaluate student employee performance. However, now that we know the true impact of the changes, Career Services full time staff will spend more time making available more learning opportunities for our student employees in areas that we found were neglected by these assessments, i.e. professionalism and communication.

Assessment Area (2 of 2): Increase in student knowledge of the Career Development Process

Question: What are you assessing?

According to our own employer surveys, employers are stating that students are having a difficult time talking about skills (most often transferrable or soft skills) in an interview. In addition to this, we have recognized that senior students have not completed accurate research about their career choice to gain skills needed to stand out from others in that career field. For this reason, the Career Services office has increased the amount of information available and changed the way we conduct classroom presentations to increase awareness of the Career Development Process. We are simply assessing over the 2010 – 2011 academic year to see if a student's knowledge increased about the Career Development Process as a result of attending a classroom presentation.

Assessment Category: Increase in student knowledge of importance of Career Development Process

Question: What category does your assessment initiative fall under?

Student learning outcome

Assessment Results: Increase in student knowledge of importance of Career Development Process

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

In the 2010-2011 academic year we surveyed over 950 students during 51 classroom presentations. Of those students 92% of students reported their knowledge increased with regard to the Career Development Process.

Actions Based on Assessment: Increase in student knowledge of importance of Career Development Process

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

We are very happy that students are learning about the Career Development Process. We do not plan to make any changes to the way we are offering information about the Career Development Process. We may choose to assess the increase in knowledge differently by asking questions pertaining to student learning in each of the 5 phases of the career development process. This will assist us in deciding where to focus our educational efforts.

Assessment Plans:

Question: What are your future assessment plans (2011-2012)?

Based on the above assessment highlights and other assessments we have continued throughout the year, Career Services will be focusing on two assessment efforts next year:

- Student learning related to the third phase of the Career Development Process: Developing skills as a result of attending classroom presentations.
- Assessment of all aspects of the new Student Employee Initiative as a pilot group is implemented this fall 2011.

Counseling Center

Submitted by: Renee Douglas

Assessment Area (1 of 2): Counseling Therapy - Therapeutic Outcomes

Question: What are you assessing?

Therapeutic Outcomes are the driving force behind counseling initiatives because these outcomes tell us the positive, or desirable, effect expected to occur when counseling/therapy is conducted. Assessing therapeutic outcomes happens on two (2) levels: the individual student client level and at the program level.

To measure both levels, the Counseling Center has implemented a nationally-normed instrument, The Outcomes Questionnaire 45 (OQ-45). It examines three (3) subscales in terms of Therapeutic Outcomes: Symptom Distress, Interpersonal Relationships and Social Role Performance to determine effectiveness of the therapeutic process with our students. The subscale scores can be used to identify and target particularly problematic areas as a focus of treatment and student client responses to particular items can draw provider attention to areas that need investigation during the current session. The subscales are:

Symptom Distress (SD)

- Anxiety disorders
- Affective disorders
- Stress related illnesses

Interpersonal Relations (IR)

- Loneliness / isolation
- Conflict with friends / room-mates
- Family difficulties

Social Role Performance (SR)

- Conflicts at work / school
- Relationships
- Interaction with parents, adults, and peers

Then, the collective subscale data from all students can be analyzed to help determine treatment paradigms and counseling techniques used as a Counseling Center. For example, if it appears that students are consistently scoring below expected outcomes on the IR scale, we would consider creating new counseling group focusing specifically on improving relationships.

The OQ-45 provides a very early, statistically validated read on how each client is doing and whether they are having the desired or expected response to treatment. Results can be used to provide encouragement for clients who are doing well and to have a focused discussion about what is working and what is not if clients are not having the expected or desired improvement. At the program level, the results can be used to offer services that are comprehensive and efficient.

Stakeholders include the student, therapist and the university. The outcomes are reported confidentially and anonymously. All cases with four (4) or more sessions are reviewed.

Assessment Category: Counseling Therapy- Therapeutic Outcomes

Question: What category does your assessment initiative fall under?

This category is classed as: Other: Therapeutic Outcomes

Assessment Results: Counseling Therapy - Therapeutic Outcomes

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

The staff learned that during the 2010-11 school year, that nearly 80 percent of the student clients seen for counseling therapy report they have improved or recovered since starting services at the Counseling Center. The staff also learned that the remaining 20 percent reported no change.

Actions Based on Assessment: Counseling Therapy - Therapeutic Outcomes

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

The goal of focusing our assessment on therapeutic outcomes remains necessary due to the very nature of psychological counseling and the mission of the Personal Counseling Center. While we have been able to assess that the majority of students coming in for counseling have improved or recovered, the focus of our attention will be on those who do not report change, and should the condition arise, the student(s) who report deterioration.

Assessment Plans: Counseling Therapy - Therapeutic Outcomes

Question: What are your future assessment plans?

To assess the area of the student clients reporting no change or deterioration, the Counseling Center will implement the use of an additional assessment tool given to “signal” students associated with the OQ 45: The Assessment for Signal Clients (ASC), an assessment of therapeutic alliance, motivation, social support and perfectionism.

A student client “signals” on the OQ-45 when the student client’s projection of therapy outcome falls substantially below the norm. The ASC is then administered to a single student client to gain information about additional therapy factors that may assist in developing a way to solve the problem. Clients can “flag” on any of the therapy factors if their score falls substantially below the mean. Collecting this more specific data can be used to again refine treatment toward the end goal of reducing or eliminating student clients reporting no change or deterioration at the close of therapy.

Assessment Area (2 of 2): Student Satisfaction and Learning Outcomes

Question: What are you assessing?

Every semester we ask students about their satisfaction with our services and what they learned about themselves, as well as what skills and knowledge they acquired while in the counseling process. Specifically, students are asked about their satisfaction on three (3) specific topics: 1) general service, 2) their counselor, and 3) their own personal growth and learning.

A paper and pencil questionnaire is given, and incentives offered, to students who respond to a series of open-ended and Likert-scale items during the "Client Satisfaction Drive" each semester.

Assessment Category: Student Satisfaction and Learning Outcomes

Question: What category does your assessment initiative fall under?

This falls under Student Satisfaction/Customer service as well as Student Learning Outcomes.

Assessment Results: Student Satisfaction and Learning Outcomes

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

During the Spring of 2011, 41 student clients participated in the Customer Satisfaction Survey Drive. 100 percent of those students reported being satisfied with the general service provision at the Counseling Center. General service includes location of the center, timeliness of appointments, value of the center to the university in general, and the care they receive by support staff. 100 percent of the students responding reported they were satisfied with their counselor. Specific questions about counselors related to respect for diversity, confidentiality, trust, and collaboration. 75 percent of students reported they believed their academic performance improved as a result of attendance in counseling and 83 percent stated they are more likely to graduate from Ferris State University as a result of attending counseling.

While the survey results are generally positive, we also learned that 17 percent of students reported that academic success and counseling were not correlated and 15 percent reported that their likelihood of graduating was not correlated to attendance in counseling.

Actions Based on Assessment: Student Satisfaction and Learning Outcomes

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

Based upon what we have learned, the intake assessment needs to be improved to include a question or questions asking the student to explain how their current situation that brings them to counseling may be affecting their academic performance. In addition, counselors will work to incorporate information and education about the correlates during appropriate times in the counseling session, helping the student to understand the relationship between their over-all wellbeing and the potential for academic success.

Assessment Plans: Student Satisfaction and Learning Outcomes

Question: What are your future assessment plans?

This initiative will be transformed into an electronically – scored and tabulated process and more effort will be taken to survey all student clients of the Counseling Center.

We will continue to assess client therapeutic outcomes (specifically clients noting no change in condition) and client satisfaction (specifically as it is related to academic performance). If appropriate and possible, changes and improvements will be made along the way.

Financial Aid

Submitted by: Sara Dew

Assessment Area (1 of 2): Student Budget Committee

Question: What are you assessing?

On an annual basis the Financial Aid Office must create budgets of student estimated expenses to attend Ferris for two semesters. Expenses include tuition/fees, room/board, books, travel, miscellaneous, and loan fees. In order to ensure our estimated expenses, (other than tuition/fees and room/board except for commuters), are meeting the needs of students we have developed a bi-annual survey to ask students themselves what costs they are incurring. A Budget Committee was created to evaluate the results of the survey and to create the student budgets.

Assessment Category: Student Budget Committee

Question: What category does your assessment initiative fall under?

Customer Satisfaction/Customer Service
Participation/Use

Assessment Results: Student Budget Committee

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

- Book costs were slightly lower than in past surveys. This could possibly reflect new resources available to student for buying books such as the ability to lease books at a lower cost, or perhaps more competition to buy them online.

- From the prior survey done in 2009, the data evaluated included only responses from full time students rather than part time students. The committee felt the results are more accurate. Because the budgets created are based on full time enrollment, it was determined that the answers from the part time students skew the results.

- Travel and miscellaneous expense were reviewed as a whole rather than segregated per the specific budget groups. This reflected more accurate estimates based on a larger data pool.

- More accurate response for commuter students were received due to distinguishing between food and rent where in the past there was only one question to gather the information.

- The miscellaneous expense figure was thought to be too high. Because students who do not live at home were not asked about room/board or food costs anywhere in the survey, the committee conjectured that students included the information in the miscellaneous question.

- The committee felt using the 75% level for responses was more accurate than using averages. Using average results in having a budget too low for over half the students. The 75% has been used in years passed as it represents a majority of the student body.

Actions Based on Assessment: Student Budget Committee

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

- The committee felt that the survey should only collect information for full time undergraduate students. The current survey gave students the choice to mark full or part time. Although the part time answers were not used in the results, the question will be completely eliminated in future surveys.
- The committee felt that Kendall undergraduate and graduate data needs to be separated to get more accurate information. The original data from the survey included it as one group. Further, the committee felt the same distinction should be made for the Big Rapids campus.
- The question regarding miscellaneous expense need to be re-worded so that room/board figures are not reported in this field incorrectly. A possible solution would be to ask the room/board and food costs of everyone and disregard that question for those we don't need the information from. The committee felt students would at least put those costs in those areas rather than feel they had to report them in miscellaneous.
- The current survey eliminated zero answers from most of the questions; however, the committee felt it was a valid answer for room/board costs from commuters and it is actually the most common answer. This will be included in a future survey.
- The committee determined that more information needed to be gathered from students regarding their art supplies expense.

Assessment Plans: Student Budget Committee

Question: What are your future assessment plans?

This is survey is done on a bi-annual basis.

<u>Assessment Area (2 of 2): Communication with Students and Parents</u>

Question: What are you assessing?

The Financial Aid Office is constantly assessing the most effective means of communicating with students and their parents. We are evaluating whether emails, phone calls or other means of communication such as posters on campus bulletin boards are more effective than letters mailed to permanent addresses, which has been our traditional method of communication in the past.

Assessment Category: Communication with Students and Parents

Question: What category does your assessment initiative fall under?

Customer Satisfaction/Customer Service
Student Learning

Assessment Results: Communication with Students and Parents

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

Our Communications Committee spearheaded a campaign to inform students of a significant change to financial aid processing, which was the elimination of the March 1 deadline. The March 1 deadline had been in effect for years. The deadline coincided with State aid deadlines and was published in numerous publications and on our website. We knew that if we did not effectively communicate this change, that there would be uproar from students and parents who were relying on the old deadline to determine when they filed their aid application, resulting in lower financial aid awards due to a depletion of funds.

Detailed information was sent in the form of emails to personal and Ferris email addresses, of both continuing and incoming students. Posters were placed on 167 bulletin boards across campus. All publications listing the former deadline were changed. We also mentioned the change in financial aid presentations at New Student Receptions, Financial Aid Workshops and in one on one meetings with students and families. We detailed the deadline change in an electronic Financial Aid Guide that was sent to all continuing students. The same electronic guide was sent to new incoming students and they were asked to share the information in the guide with their parents if they were dependent.

The end result is that we had very, very few students/parents who claimed they had not been informed of the deadline change. In fact, in most of the conversations with those who were upset, it was confirmed that they had received the communications from us outlining the change, but had either not read it, or the student had received it and not shared it with their parent. We felt that using the multiple methods of communication was very successful.

Actions Based on Assessment: Communication with Students and Parents

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

We have learned that although continuing students have been trained to use MyFSU as a communication tool; new incoming students prefer personal email addresses for routine correspondence. As a result, we will continue to send emails to the personal email addresses of new incoming students until classes begin. Once they are on campus, we will send emails only to their Ferris email addresses. In addition, in the event of very critical information dissemination, such as the upcoming change to the Satisfactory Academic Progress Policy, we will use multiple methods of communication to get the word out.

Assessment Plans: Communication with Students and Parents

Question: What are your future assessment plans?

We will continue to assess communication with students and their parents as technological communication advances. We will experiment, adapt, and continue to make assessments of the results.

Institutional Research & Testing (IR&T)

Submitted by: Kristen Salomonson

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

Question: What are you assessing?

We are assessing the level of Student Engagement Responses via the National Survey of Student Engagement for Ferris State Freshman and Senior students.

Assessment Category: Student Engagement Responses via the NSSE – Freshman & Seniors

Question: What category does your assessment initiative fall under?

Student Learning Outcomes

Assessment Results: Student Engagement Responses via the NSSE – Freshman & Seniors

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

The NSSE asks first-year and senior students about:

- Their exposure and participation in effective educational practices
- Their use of time in and out of class
- What they feel they have gained from their educational experience
- The quality of their interactions with faculty and other students
- The extent to which they feel the institution provides a supportive environment for educational and personal growth.

The results of the Spring 2010 implementation of the NSSE were examined to assess the level of change in student engagement in several ways. Our response rate was 36% putting us ahead of our Peer Group, Carnegie Class and the NSSE Sample as a whole. In previous years of the NSSE, our students rated some of their learning experiences as better than those of comparison groups, while some did not compare favorably. For example, one area where we score highly is how often our students discussed with a faculty member, an advisor, or a staff member about their career plans. One area where we score significantly lower than our peers, Carnegie class and the sample overall is the number of assigned textbooks, books or course pack materials assigned in classes. There are over 65 items on the NSSE and these results provide a rich opportunity to gauge the level of engagement our students experience and how that helps to shape their learning outcomes.

Actions Based on Assessment: Student Engagement Responses via the NSSE – Freshman & Seniors

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

A major initiative will commence this Fall for the campus as a whole to meaningfully examine the data from our years of participation in the survey. In collaboration with Academic Affairs, a University-wide study group for the NSSE results will be reinvigorated. This effort will fall in line with the University's renewed focus on promoting practices to improve retention for our students.

Assessment Plans: Student Engagement via the NSSE – Freshman & Seniors

Question: What are your future assessment plans?

The next administration of the NSSE is scheduled for Spring 2012.

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

Question: What are you assessing?

We are assessing student retention and graduation rates in a more comprehensive way.

Assessment Category: Student Retention and Graduation Rates

Question: What category does your assessment initiative fall under?

Student Learning Outcomes
Customer Satisfaction/Customer Service

Assessment Results: Student Retention and Graduation Rates

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

Data on retention includes IPEDS graduation rate data, our Institutional Retention and Graduation Reports, information from the National Student Clearinghouse on students who leave Ferris State University, and a variety of ad hoc reports created for individuals across the University interested in improving our student success. In addition, our participation in the CSRDE (Consortium for Student retention Data Exchange) allows a comparison of Ferris' ability to increase student retention and timely progress toward a degree with other similar student success initiatives in higher education in the region and the nation.

Actions Based on Assessment: Student Retention and Graduation Rates

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

In the long term, these assessment data will result in several positive changes at Ferris State University. First, its implementation will enhance Ferris' ability to retain greater numbers of students and to enhance these students ability to graduate in a timely fashion. Second, a committee to be established by the Provost will have the goal of facilitating changes in policies and practices that affect students' academic performance.

Assessment Plans: Student Retention and Graduation Rates

Question: What are your future assessment plans?

Over the course of the next year, the Office of Institutional Research will partner with Academic Affairs to further refine and finesse the data available on retention and graduation success.

Office of Multicultural Student Services (OMSS)

Submitted by: Matthew C. Chaney

Assessment Area (1 of 4): Transition to Success

Question: What are you assessing?

Transition to Success Program – Fall 2010

Assessment Category: Transition to Success

Question: What category does your assessment initiative fall under?

Student Learning Outcomes

Assessment Results: Transition to Success

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

We learned that participants, at–risk students in particular, attained resourceful information to make a successful transition to Ferris State University. They also appreciated the information and the format in which information was presented to them. Students learned a variety of information as it relates to key resources available to them on campus that will aid in their academic success. In addition, students were able to make healthy connections with their peers and with key faculty and staff that were in attendance.

Actions Based on Assessment: Transition to Success

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

We learned to look into different methods or ways in advertising to at-risk students to increase attendance for event.

Assessment Plans: Transition to Success

Question: What are your future assessment plans?

OMSS plans to continue to assess each of our activities and information associated with *Transitions to Success* in order to ascertain how to continually improve event in the most cost effective way.

Assessment Area (2 of 4): From Words to Action: Discussion Forum on Free Speech

Question: What are you assessing?

From Words to Action: Discussion Forum on Free Speech – Fall 2010

Assessment Category: From Words to Action: Discussion Forum on Free Speech

Question: What category does your assessment initiative fall under?

The event was assessed through surveys received from participants and presenters, and feedback from the planning committee.

Assessment Category: From Words to Action: Discussion Forum on Free Speech

Question: What category does your assessment initiative fall under?

Student Learning Outcomes and Cultural Awareness Competencies

Assessment Results: From Words to Action: Discussion Forum on Free Speech

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

OMSS learned from student participants that more discourse is needed on campus to discuss diverse issues. Participants were overwhelmingly receptive and appreciative of the topics discussed and the fact that the discussion was honest and respectable.

In addition, we learned to diligently prepare student facilitators to be neutral during the discussions. We want to continue to collaborate with Residence Life and Student Government in coordinating a variety of discussion forums on diverse issues.

Actions Based on Assessment: From Words to Action: Discussion Forum on Free Speech

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

We learned to make sure that student facilitators are very familiar with topics being discussed and to teach them how to keep the discussions focused on the topics being discussed for an overall successful event. We learned that by keeping the discussions strategically focused on the subject matter the event provides a better platform for student growth and development.

Assessment Plans: From Words to Action: Discussion Forum on Free Speech

Question: What are your future assessment plans?

OMSS plans to continue to assess similar programs for interest and student learning. We would also like to learn as a department what format for discussions work best for our campus culture.

Assessment Area (3 of 4): Dr. Martin Luther King Celebration

Question: What are you assessing?

Dr. Martin Luther King Celebration – Spring 2011

Assessment Category: Dr. Martin Luther King Celebration

Question: What category does your assessment initiative fall under?

Student Learning Outcomes and Cultural Awareness Competencies

Assessment Results: Dr. Martin Luther King Celebration

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

We learned from participants that they received an enhanced understanding of Dr. King's life and work as it related to the theme of leadership. We also learned that many participants appreciated the variety of opportunities to celebrate his legacy.

In addition, we learned to solidify student-led participation and leadership early on, which will ultimately assist with awareness of MLK initiatives and participation and this will also allow for events and activities to run more effectively.

Actions Based on Assessment: Dr. Martin Luther King Celebration

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

We have learned through assessment to share with students a variety of activities and themes associated with Dr. King's legacy in order to give a broad understanding of the many contributions made by Dr. King. In addition, we learned through assessment that we need to continue to think about ways to make this celebration more cost effective, considering how each year the cost of coordinating events continue to rise.

Assessment Plans: Dr. Martin Luther King Celebration

Question: What are your future assessment plans?

OMSS plans to continue to assess our MLK events for student learning outcomes, quality of activities and cost effectiveness.

Assessment Area (4 of 4): Asian Awareness Featured Presentation with Professor Emily Lawsin

Question: What are you assessing?

Asian Awareness Featured Presentation with Professor Emily Lawsin – Spring 2011

Assessment Category: Asian Awareness Featured Presentation with Professor Emily Lawsin

Question: What category does your assessment initiative fall under?

Student Learning Outcomes and Cultural Awareness Competencies

Assessment Results: Asian Awareness Featured Presentation with Professor Emily Lawsin

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

We learned that participants enhanced their knowledge of Asian culture and history in Michigan and abroad. We also learned that students appreciated the genuine presentation style/delivery of Professor Lawsin. In addition, we learned to continue to collaborate with the Asian Student Organization on events such as speakers and featured presentations as well as with professors on campus for support with attendance.

Actions Based on Assessment: Asian Awareness Featured Presentation with Professor Emily Lawsin

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

Through our assessment efforts we learned to try to ascertain which speakers do a good job at holding the students interest and engaging their audience. These are the kinds of speakers that students want to see and hear and these are the types of speakers that increase student learning.

Assessment Plans: Asian Awareness Featured Presentation with Professor Emily Lawsin

Question: What are your future assessment plans?

OMSS plans to continue to assess each of our cultural awareness events for student learning and quality improvement.

Office of Student Conduct

Submitted by: Kristen Norton

Assessment Area (1 of 2): Resident Advisor Training

Question: What are you assessing?

Every fall, I am invited to present to the Resident Advisors. In two half days sessions, we discuss confrontation, documentation, and the conduct process and University policy.

1. RAs will be able to effectively and appropriately address behavioral concerns within their community.
2. RAs will develop proficiency with Judicial Action Database.
3. RAs will be familiar with University policies and processes.

Because so many of the incidents we receive are generated by RA interaction, it is critical that they understand their role, treat residents with respect, are informed about the process, and write professional, accurate, and unbiased incident reports.

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

Assessment Category: Resident Advisor Training

Question: What category does your assessment initiative fall under?

This assessment measures participant learning outcomes.

Assessment Results: Resident Advisor Training

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

Students learned

- How the conduct process works
- How to address an incident including the importance of treating residents with respect
- How to correctly write an incident report
- How to use Judicial Action (JA)

OSC learned that, as a result of training, the RAs

- Felt confident in their ability to address behavioral concerns in their community
- Felt prepared to handle their first documentation
- Students appreciated actively participating in training (role playing, incident report writing, case studies, etc)

Actions Based on Assessment: Resident Advisor Training

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

Two-thirds of the Resident Advisors for Fall 2011 are “returners”. Consequently, we have a challenge ahead of us. We need to balance providing the returners with new information that improves their skills and keeps them interested and yet still ensuring that the new staff members have all basic information necessary to perform their jobs effectively.

We will incorporate some of the returners into training to utilize their talents and also use the hall directors so we can separate the groups and provide Conduct Training 2.0 for the returners.

Assessment Area (2 of 2): Hearing Officer Training

Question: What are you assessing?

Nothing is more important in reaching the goals of this office than quality Hearing Officer training. It is essential that all the hearing officers understand our philosophy and expectations, are professional in their correspondence, have solid skills in student development, and appreciate the goals of our process. Their learning outcomes were:

1. Hearing officers will develop skills in conduct counseling
2. Hearing officers will understand and be able to utilize Brief Motivational Interviewing as a technique in working with accused students.
3. Hearing officers will have a basic understanding of the tenets of Restorative Justice.

I provided 12 hours of training last summer. At the conclusion of each portion of training, an evaluation form was completed by every hall director that participates.

Assessment Category: Hearing Officer Training

Question: What category does your assessment initiative fall under?

This assessment measures participant learning outcomes.

Assessment Results: Hearting Officer Training

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

Participants learned

- That understanding WHY an incident occurred is as important as understanding the truth behind what occurred
- That our process is student based and not violation based
- That a hearing is a prime opportunity to connect with a student and make a difference in their development
- That understanding the student is key to making an informed decision regarding the best educational outcome for them

Assessment Results: Hearing Officer Training - continued

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

OSC learned

- The key to a successful training is to spend a significant amount of the time learning HOW to do “it” and not just WHY to do it
- Sometimes new staff members have stronger skills than returners

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?

- We are facing similar challenges with the professional staff. Almost half of the hall director staff is new to Ferris, and they come to their positions with varied experiences and backgrounds. We will spend a lot of time talking about expectations, process, and policies with them.
- In addition, the entire group needs to refocus on our greater philosophy and the “big picture”. We will reexamine learning outcomes and goals and together determine how to best reach them.
- Hall Directors want more opportunities to develop skills. We will use role plays and case studies to “practice”.

Assessment Plans:

Question: What are your future assessment plans?

- First, we will continue to assess the learning that occurs during our FSUS presentations. This is an intimate and effective way to share important information to many first year students. During the 2010-11 academic year, I presented to over 30 classes and collected great data that reflected that students were learning a significant amount of new information regarding the Code of Student Conduct, University expectations, and the conduct process. Unfortunately, due to a technical glitch, the data was lost. We will continue to collect that information and improve our process from last year.
- We must be able to ascertain what students are learning from participating in the conduct process. This year we will use Institutional Research and Testing and the capabilities of our new database to survey the students who we have adjudicated. In addition, students that come to the OSC (vs. those that meet with the hall directors) will complete a short pretest and post test at the time of their hearing that will help us better understand their preconceived notions and what they learned through the process.
- I am interested in hearing from the faculty regarding their reasons for using or not using the Office of Student Conduct to adjudicate their academic misconduct complaints. I think we have improved relationships and become more visible, but some data regarding how we are perceived and how we can better assist them would be very helpful.

Question: What are your future assessment plans?

- With respect to the new regulations passed down by the Office of Civil Rights in regards to Title IX and meeting victims' needs, I think it will be important to learn whether or not Ferris victims (students) of sexual harassment and violence feel as though we have fulfilled our responsibilities to them and gather data on what we can do better to help them through the adjudication process. In most cases I will try to do this with a follow-up interview as a survey seems impersonal and insensitive.

Orientation

Submitted by: Leroy Wright

Assessment Area (1 of 2): Orientation Leaders

Question: What are you assessing?

Orientation Leader Hiring Process

As highlighted in our Mid-Year Assessment Review, we distributed a list of interview tips and suggestions for Orientation Leader applicants to help prepare them for their personal interview. Orientation Leader applicants were asked to complete a brief survey after their interview to provide feedback related to the hiring process. This was also an opportunity to determine what the applicants learned as a result of participating in the hiring process for the Orientation Leader role. We asked our applicants the following five open-ended questions after their interview.

1. Have you had to use your resume for a job application before? If so, how many times?
2. How did you learn about the Orientation Leader position?
3. Did you find the application packet answered many of your questions? Is there anything we can do to improve the application process?
4. Did you practice any of the sample interview questions in the Orientation Leader application packet? Did you find this helped to prepare you for the interview?
5. Did you feel you learned anything as a result of the Orientation Leader application process?

Orientation Leader Learning Outcomes

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

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

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

Orientation Leader Feedback - Overall Orientation Program

At the end of the Orientation Program, Orientation Leaders were asked for their feedback via three mediums; an individual written survey, in a small peer lead group setting with guided questions, as well as in an open forum to provide verbal feedback. The individual written survey listed the nine learning outcomes for the Orientation Leader position and asked each leader to rate how well he/she may be

Questions: What are you assessing?

able to complete each of the learning outcomes. Included in the survey were two open-ended questions; "How would you improve the Orientation Leader experience?" and "Please offer anything else you want to mention that we didn't ask?"

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

- What impact have I had on new students during Orientation?
- If I can enhance the Orientation experience for new students and their families I would…
- What skills have I learned from Orientation that I can apply to my chosen profession?
- How have I changed Ferris through my Orientation experience?
- How has Orientation impacted me as a student leader?
- What have I learned as a result of serving as an orientation leader and how will this experience enhance my co-curricular transcript?
- What were some of the difficult questions you were asked this summer?
- How has orientation enriched my out of class learning experiences?
- How have I contributed to the success of Orientation?

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

Assessment Category: Orientation Leaders

Question: What category does your assessment initiative fall under?

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

Assessment Results: Orientation Leaders

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

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

As Orientation Leaders they learned:

- 100% of respondents stated that they could teach others about FSU spirit and pride, up 40% from the pre-test.
- 92% of respondents stated that they could teach others about; ways to be engaged on campus (up 55% from the pre-test), local and university resources (up 49%), professionalism (up 28%), and working cooperatively with others (up 30%).
- In addition to the above learning outcomes, when asked in a peer-lead group setting "what skills have I learned from Orientation that I can apply to my chosen profession?" Many of the responses focused around communication, teamwork, and customer service.

As Orientation Leaders they learned – continued:

- Based on the Orientation Leader applicant survey, Orientation Leader applicants identified learning about how to prepare for an interview.

As an Orientation Staff we learned:

- Orientation Leaders want to have a rotation for morning tasks versus the current model of random placement.
- Orientation Leaders enjoy their job.
- More time needs to be spent talking about on-campus housing, particularly the "lottery" system used for room sign-up.
- Orientation Leaders desire to a have a free lunch as part of their compensation.
- Orientation Leaders feel as they have ownership in the Orientation process.
- Orientation Leader applicants did prepare for their interview based on the sample interview question outlined in the application.

Actions Based on Assessment: Orientation

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

- Explore ways to ensure a better rotation of morning tasks throughout Orientation.
- Find better ways to partner with the Office of Housing and Residence Life to spend more time with the Orientation Leaders to talk about housing, and potentially incorporate more information about living on campus into the IRC Fair, Welcome Presentation, Family and Friends Program.
- We will continue to expand on ways to help Orientation Leader applicants prepare for a professional interview.

Assessment Plans: Orientation

Question: What are your future assessment plans?

We will continue to improve the Orientation Leader and Team Leader roles as well as the Orientation Leader and Team Leader Training Programs through the feedback provided by our Orientation Leaders. We will plan to review, enhance, and fine tune our Orientation Leader learning outcomes to better reflect the university wide (general education) learning outcomes. We will also assess our Orientation Team Leaders by establishing learning outcomes based upon university wide (general education) outcomes.

Assessment Area (2 of 2): Orientation Participants

Question: What are you assessing?

An email survey is sent to all students who attend Orientation. This survey traditionally focuses on satisfactory information with a special section of questions focusing on assessment as it is related to MyFSU, scheduling for classes, and open-ended questions such as "What did you learn?" and "What are your suggestions to make the Orientation Program more effective?" We emailed all 2331 orientation participants and we received 644 responses (28% response rate). This information is used to determine what part of Orientation students dislike the most and whether or not students understood and are able to use the general advising information given at each college meeting. Survey responses for all of participants were generated into one report by Institutional Research and Testing.

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

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

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

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

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

In the orientation survey the team asked participants the open ended question of **"What are your suggestions to make the Orientation Program more effective?"**

Orientation Staff Learned from Participants:
- We have a great orientation program in comparison to other colleges and universities.
- We need to create more opportunities for students to make connections with each other (ice breakers or general opportunities to mingle with other students) throughout Orientation.
- Explain the actual registration process and things to consider when registering for classes (distance from residence hall, distance between classes, and how to choose a class). Have more computers and staff in the registration rooms so students don't have to wait around to register for classes.
- **Interesting comments -** Allow students the freedom to personalize their schedules if they choose versus having mandatory block scheduling by the college.
- Students are using MYFSU prior to attending orientation so spend less time talking about it.
- During the College Meeting, the presentation appears to be first year student focused and does not recognize various student levels.
- We need to have more upper-class students offering their advice or as peer-support during the registration process.
- Eliminate the feeling of being rushed through the Orientation Program.
- Make the Huntington Bank process more optional and not as a component of the mandatory check-in process

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

- Technical Staff should be more open to discussing and explaining questions/concerns related to school standards and requirements with parents and students.
- Make everyone go through each station regardless of their check-in status. Create signs that say start here, framed station signs 1-6, as you exit have completed the check-in process, etc.
- Streamline the presentation information and focus on what is important, too much information in a short time is overwhelming.
- Improve communication with persons with a disability regarding the amount of walking on campus and how to better meet a student or family's needs who may have a disability.
- Offer more home away from home information (where to go to get your haircut, hospital, post-office, Secretary of State Office, etc).
- Check-in time should start at 9:00am and end later in the afternoon.
- Create a chart/sign by each station to give students and parents the heads up about what will be asked prior to speaking with the person at each of the stations.

Actions Based on Assessment: Orientation Participants

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

- Enhance and update our orientation program for family and friends, to ensure that we are offering the appropriate information and best practices based on regional and national trends.
- Add a Huntington Bank option on the check- in sheet to reduce the mandatory expectation that seems to be prevalent.
- Review our brochures and flyers that we include in each orientation folder as well as review the types of information tables offered during the Family and Friends and IRC Information Fairs to better reflect what the University and local communities have to offer new students and their families.
- Address duplication issues of information during the Welcome Presentation, College Meetings, and the Family and Friends Orientation Program.
- Continue enhancing our transfer orientation program to better meet the needs of students online and those who attend an in-person.

Assessment Plans: Orientation Participants

Question: What are your future assessment plans?

As we continue to enhance our Orientation Program, we plan to develop and implement an assessment tool to assess what students are learning from participating in the new online orientation process. This tool will aid us in continuing to provide our transfer and summer school students the appropriate support services and information to be orientated to Ferris State University.

Rankin Student Center

Submitted by: Mark Schuelke

Assessment Area (1 of 1): Meetings & Events

Question: What are you assessing?

We were assessing what our student managers were learning on the job, while working for the Rankin Student Center. We asked them the following four questions:

- Provide an example of something you have learned about responsibility or accountability working in Rankin.
- How has working at Rankin helped you with your communication?
- What is the most frustrating and/or difficult part of your job?
- Describe a problem you had to solve this fall.

Assessment Category: Meetings & Events

Question: What category does your assessment initiative fall under?

Learning Outcomes

Assessment Results: Meetings & Events

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

That our student managers are learning valuable skills that will help them beyond the time they spend as a student manger at Rankin. We also learned about some of the challenges that they deal with at night and on weekends.

Actions Based on Assessment: Meetings & Events

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

We will continue to work on evaluating the training program that we use with our student managers. Also, we will try and have learning based discussions at least once a month with the student managers.

Assessment Plans: Meetings & Events

Question: What are your future assessment plans?

We will continue with the outcomes assessment and look at expanding to the other areas of our operation.

Registrar's Office

Submitted by: Elise Gramza

<u>Assessment Area (1 of 4): Reorganization of Processes (Student Hire)</u>

Question: What are you assessing?

As the retirements of 2010 came through the Registrar's Office the workload of those people who had retired was divided amongst the four staff members remaining. After evaluating these processes it was decided that many of the day-to-day items such as phone calls, event reservations, printing, filing etc could be handled by a student employee. The office had not had a student employee in recent years; however it was proposed that by allowing a student to handle some of the tasks, staff could allocate more time to those duties that are more complex.

A group of staff within and associated with the Registrar's Office assessed which of the processes or duties could be handled by a student employee and how much time the student employee would need to work per week in order to complete these tasks. As a result of the discussion a student employee position was posted a student meeting those criteria was hired July 2010.

Assessment Category: Reorganization of Processes (Student Hire)

Question: What category does your assessment initiative fall under?

Customer Satisfaction / Customer Service

Assessment Results: Reorganization of Processes (Student Hire)

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

Through the assessment we learned that the use of a student employee in the Registrar's Office was essential for allowing the staff remaining after retirements to be efficient. As the student employee was trained and started working within the office we continued to evaluate the items she may be able to take… The Registrar's Office student now is the first to answer phone, verifies information with student, assists with diploma mailings, and assists with transcript requests, makes room reservations, and generates form letters, scans and indexes in Xtender and a variety of other tasks. These tasks are beyond the scope of what was originally anticipated. In addition, as an added benefit we have seen our student grow in her abilities. For example, her customer service skills have improved and her understanding of University policies and procedures has increased greatly. We believe that having an understanding of what we can provide a student employee can assist us in the future when hiring a student employee and/or providing them duties.

Actions Based on Assessment: Reorganization of Processes (Student Hire)

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

We have discovered how useful a student employee can be in the Registrar's Office. In the future, student employment within the office will continue to be invaluable, and we will continue to employ students. In addition, as we get accustomed to having a student employee in our office we would like to formalize more student learning assessment. What a student can learn from a position with the office could be valued outcome for the student as well.

Assessment Plans: Reorganization of Processes (Student Hire)

Question: What are your future assessment plans?

We will continually evaluate our students' capacities to allow for various duties to be assigned. In addition, we can more formally assess what a student employee is learning. We will work with the student to allow them to recognize the knowledge they are gaining that may be useful in the future.

Assessment Area (2 of 4): Graduation Process

Question: What are you assessing?

The current Graduation procedure is an often time consuming and indistinct process. In the current process each college possesses a graduation application for students to complete. There is no standard deadline across the University for completion. Each college then proceeds with the audit process in their specific manner. Once the majority is complete, a list is sent the Registrar's Office for processing. These lists are compiled after commencement, leading to vague estimates regarding commencement attendance.

Within the Registrar's Office, data is entered on several forms in Banner. Often this data has to be changed because it is incorrect. For example, a student is graduating from a different program than listed in Banner because a program change was never completed by the college. After graduation is processed (3 Banner screens), a WebFocus report is run to list all of the students who graduated from each college. The list is then compared to the list that the college provided for accuracy. In addition, often the student's "Banner name" is different than the one listed on the graduation application (i.e. John Smith vs. John J. Smith); therefore the Banner names on the generated report are hand typed-over as needed to match the application name. The list is then forwarded for diploma printed. A free diploma copy of the students' transcripts is also printed.

Assessment Category: Graduation Process

Question: What category does your assessment initiative fall under?

Customer Satisfaction / Customer Service (Internal and External)

Assessment Results: Graduation Process

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

In looking at the process the staff involved found several areas that needed to be addressed. A minor but important change implemented for Spring 2011 was to have each college submit their graduation list in a consistent format. This allows the comparison of the Banner list and college list to happen more seamlessly.

In addition, several staff members attended sessions at the 2011 Banner Summit to learn more about the Banner Online Graduation Application. Currently, the online Graduation application is being developed and a pilot college has been selected. As the process is being developed the processes surrounding Graduation will be continually assessed to allow for the best possible result for a University wide online gradation application. This application will have a great impact in commencement planning, graduation processing and delivery of graduation materials to the student.

Actions Based on Assessment: Graduation Processes

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

The Registrar's Office will continue to work with the colleges to streamline the submission of graduation lists. While most college's adhered to the request for a consistently formatted graduation list, others did not. This request/requirement will need to be made before each graduation.

Errors will still be produced in the process (i.e. college submitted wrong degree or name misspelling); therefore more graduation functions need to be evaluated to make it as streamlined and error free as possible.

As time allows the office also need to look at the internal processes to see what unnecessary steps can be eliminated or streamlined.

Assessment Plans: Graduation Processes

Question: What are your future assessment plans?

As we continue forward with the online graduation application continual assessment will need to take place to ensure the best possible outcome for all parties involved. This includes assessing the academic piece, the Registrar's Office function, commencement and the student impact. Items to be assessed will be the "look" of the application, its function for the academic area, Registrar's Office and commencement, the ability for other colleges to adapt to the process and the impact the application will ultimately have on the students who are graduating.

It is the hope that as future assessment is being conducted on all areas of the graduation process that the outcomes result in saving of staff time and the closing of the gap between final grades and receipt of graduation materials.

Assessment Area (3 of 4): Title IV Total Withdrawal (TW) Process

Question: What are you assessing?

It was uncovered that the current Total Withdrawal (TW) policy was not up-to-date with current practice and procedure. The policy as it read was also vague if not absent regarding the TW processing as it pertains to Title IV.

The stakeholders (Registrar's Office, Financial Aid Office and Business Operations) met on a continual basis for several months evaluating the current policy and practice. In these meetings it was decided that a new policy should be written that better reflected what the current practice was, and that the current practice needed to be altered to stay in compliance with Federal regulations.

Assessment Category: Title IV Total Withdrawal (TW) Process

Question: What category does your assessment initiative fall under?

Customer Satisfaction / Customer Service

Assessment Results: Title IV Total Withdrawal (TW) Process

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

A new official policy that was more specific and all encompassing was developed. This policy was then approved by Academic Affairs for general consumption. This allows access for students, staff and faculty to understand the various types of TWs and how that might affect the student record. It was also uncovered that through interpretation of the policy the end of the semester Title IV TWs were not being processed in compliance with the Federal deadline. There is a 30 day deadline, which, uncovered through the assessment, counted all weekends and holidays. This meant that we were not meeting the time frame in which these TWs should be being processed at the end of the term. For example, Title IV processing for Fall starts the day grades become available was run to find those students who received no passing grades and earned Title IV aid. Several hundred students are usually a result of these reports. It was then the process to contact each of these students' instructors by email to find a last day of attendance. After a day as derived the TW was processed, which included several forms in Banner and appropriate paper work being forwarded to Business Operations. A letter was then sent the student explaining the TW, the ramifications it may have and an explanation of how to appeal. This process took several weeks to complete and often instructors were contacted several times. The Fall semester added another obstacle of the holiday break. Those days Ferris is closed is still counted in the 30 day deadline provided. Often the processing of these Title IV TWs was taking longer than the allotted time, therefore resulting in noncompliance. The stakeholders continued to establish new procedures that would allow us to process TWs in compliance with regulation.

Actions Based on Assessment: Title IV Total Withdrawal (TW) Process

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

As a result, a new TW Policy was developed and implemented. In addition, a new procedure for Title IV TWs was developed and initiated. This new process allows us to adhere to the tight 30 day deadline and alleviates some workload from the staff processing the TWs. This process was used for the first time for Fall 2011 end of term and the results were positive. Within the new process the Registrar's Office automatically TWs all Title IV report students at a midpoint date. Business Operations then sends a letter with details and the appeal process. In the new appeal process, it is up the student to contact instructors to have the last date forward to the Registrar's Office. If it is determined that that date effects the student, the TW can be altered to reflect the date specific information received. This new process not only allows us to be in compliance with Federal regulation, it also alleviates the staff's need to contact hundreds of students' faculty.

Assessment Plans: Title IV Total Withdrawal (TW) Process

Question: What are your future assessment plans?

We will continue to evaluate the TW policy to ensure its accuracy in relation to the processing of TWs. In addition, as the new process of Title IV TWs is implemented over several semesters we will continue to evaluate its compliance with the deadline and its affect on students and staff. In junction with Financial Aid and Business Operations we will continue to monitor regulations to ensure if any new changes are made that affect this process, that we address them as soon as possible.

Assessment Area (4 of 4): Priority Registration

Question: What are you assessing?

There have been instances of early registration (i.e. Spring 2011 registration that started Nov. 2010) where Banner was having issues processing the students' registration entries. The Registrar's Office, Academic Affairs and I.T. were tasked with finding the cause of the system outage and offer a solution.

Assessment Category: Priority Registration

Question: What category does your assessment initiative fall under?

Customer Satisfaction / Customer Service (Internal and External)

Assessment Results: Priority Registration

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

Staff members tracked registration and including times, days and what groups of students were registering. As a result of the evaluation of early registration it was uncovered that a large number of the student population has the first day of registration and access to that day begins at 6:00am for everyone. The large number of people logging in to register at the same time was causing the system to be overloaded. The issue was not found to be a problem after the first day of registration was over.

Actions Based on Assessment: Priority Registration

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

Although initially an I.T. solution was thought to be an answer, a different resolution was decided upon. In conjunction with Academic Affairs and the other parties involved it was decided that the first day of registration would be broken down into several time slots. Each hour from 7:30am-2:30pm introduces a new group to the registration process. The groups were broken down as such to allow a manageable number of people into the system to register. As a result of the assessment it was found that after a student's initial access to registration, continued access later in the day for any given group would not cause an issue with the new group entering registration. The starting time for registration on any day of early registration was also changed from 6:00am to 7:30am. In discussion with parties involved in the assessment it was found that often departments were receiving a high volume of students as soon as offices opened at 8:00am. There was concern expressed from these students that they had been waiting for several hours to have someone assist them with their registration needs. It was decided that opening registration at 7:30am would allow students to have access to staff very soon after their registration opened. It was thought that this would decrease student frustration. Students were also communicated with regarding these changes, as they would not be used a staggered start to priority registration or a 7:30am start time. This new registration format was introduced in March 2011 for Fall 2011registration. The registration process went very well with no issues with the system and no expressed concerns regarding the staggered priority registration or later start time.

Assessment Plans: Priority Registration

Question: What are your future assessment plans?

As needed we will continue to monitor registration to ensure that the early registration process is continuing to meet the needs of students and staff. The number of people starting at one time will need to be continually monitored as well to ensure we are able to address groups of concern before a system error occurs due to overload.

Student Leadership & Activities

Submitted by: Allissa Witucki

Assessment Area (1 of 3): Office Student Staff

Question: What are you assessing?

Our intended learning outcomes would be to develop the student staffs' leadership abilities and demonstrating professionalism in an office setting. The students were assessed three different times throughout the academic year, and the seniors were given an exit interview about their experience. The three different assessments were given in a short answer form. The first assessment was a goal setting exercise during training and another was given in November about the overall impression of the office. The final one was a one-on-one with the office manager in April.

Assessment Category: Office Student Staff

Question: What category does your assessment initiative fall under?

Participation: Our office staff consists of one Office Manager, one Volunteer Center Manager, and 12 student staff members.

Student Learning Outcomes: From the fall mid-semester assessment, the student staff has learned communication skills, event planning, how the university functions, and teamwork. From the senior exit interviews, students stated they developed leadership and communication skills, can manage an event, have a better sense of civic engagement, and have the ability to self-manage. The Office Manager one-on-ones with the student staff was an opportunity for returning staff members to express their interest for next year's positions.

Other: At the fall mid-semester assessment, we also asked the students what was the most frustrating part of their job and what are some improvements for the office as a whole.

Assessment Results: Office Student Staff

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

From the mid-semester assessments, we realized we need to change the fall training for our student staff. There were some complaints about not knowing how to do something or not having enough information to give to people who came into the office the answers they need. Also, the seniors really stressed the importance of staff bonding at the beginning of the year.

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 are planning to improve our staff training in the fall semester. It will include more team building and bonding for the staff in order to improve the atmosphere in the office. The office professionals will also meet one-on-one more with the student staff to assess their needs.

Assessment Plans: Office Student Staff

Question: What are your future assessment plans?

We will ask the student staff how they felt training went afterwards and will do assessment with them in the one-on-ones with the professional staff. A student assessment timeline has been created in order to keep the professional staff on track with assessments.

Assessment Area (2 of 3): Volunteer Center

Question: What are you assessing?

Our intended learning outcomes would be civic and social responsibility. We hope the students would be able to understand and appreciate the different cultures and develop a sense of consideration of the welfare of others when volunteering in the community and on campus. The data collection method is the volunteers reporting their hours online through our database system, and completing the satisfaction survey. The survey link is located in the comment section of the approved report for each volunteer. Our office received a report at the end of each semester and we share the information with other professionals and the student staff.

Assessment Category: Volunteer Center

Question: What category does your assessment initiative fall under?

Participation: Fifty-five Registered Student Organizations reported 19,755 hours and seven hundred and thirty-eight individual students reported 22,917 hours for a total of 42,672 hours reported by students. Four faculty/staff members reported 532 hours. $5,466 was reported for in-kind donations to local and national agencies.

Customer Satisfaction: From the surveys, we learned that 100% of participants were satisfied with the reporting process and 66% of participants were satisfied with the amount of time it takes the report to be approved.

Learning Outcomes: Participants were asked what they learned while volunteering. 66% of participants felt they learned an appreciation of cultural and human differences, 100% developed a better sense of civic responsibility, and 66% thought they had some personal development while volunteering.

Assessment Results: Volunteer Center

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

We found we were not getting as many survey responses as we would like to see. Students were not checking their account to see if the report was being approved.

Actions Based on Assessment: Volunteer Center

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

We are moving the Volunteer Center completely to OrgSync this year. By moving it to OrgSync, our office will have more control over the errors in the system and be able to send the survey link out more easily. In the old system, we had no way of controlling the error messages students were receiving.

Assessment Plans: Volunteer Center

Question: What are your future assessment plans?

We plan on using the forms tool in OrgSync as a way of assessing. Whenever a student submits a form for reporting their hours, they will receive a pop up message asking them to complete a brief survey. In the survey, we will ask the students how they felt the process went and what they learned as a result of participating in the volunteer work.

Assessment Area (3 of 3): OrgSync

Question: What are you assessing?

The main goal for conducting the assessments through OrgSync was to help our office determine the needs of the current students and advisors. We sent out three surveys about OrgSync and our office. The first survey was about the OrgSync Awareness Week in September. The second survey went to all registered student organization presidents and advisors asking them how our office could help them be successful. The last survey was sent to all users in OrgSync to determine how the first year of using the system went. All of the survey data was placed into Excel to create charts.

Assessment Category: OrgSync

Question: What category does your assessment initiative fall under?

Participation: There are currently over 10,000 users in the OrgSync system. For the OrgSync Awareness Survey, there were 722 responses. Six hundred and forty-five students had created an OrgSync account; however, six hundred and five students did not know what a co-curricular transcript was.

Customer Satisfaction: We did a survey asking student organization presidents and advisors for their thoughts on OrgSync. Thirty-six presidents and thirty-four advisors responded to the survey. We asked them what office policies and forms need better explanation, and what types of training sessions do they need. At the end of the year, we sent out an overall OrgSync Satisfaction survey and 189 people responded.

Assessment Results: OrgSync

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

From the OrgSync Awareness Survey, we realized a majority of students did not know what a co-curricular transcript was. From the student organization presidents and advisors survey, we learned what types of training sessions are needed. From the OrgSync Satisfaction survey, we learned where we need to do more training on the software.

Actions Based on Assessment: OrgSync

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

We developed a one page flyer describing what a co-curricular transcript was and had a workshop in the Spring semester instructing students how to create a co-curricular transcript. From the student organization presidents and advisors survey, we developed the RSO Student Leader Workshop series in the Spring semester which we are planning on continuing into next year. From the OrgSync Satisfaction survey, we will be creating online videos to help students learn how to use the system better.

Assessment Plans: OrgSync

Question: What are your future assessment plans?

We plan on continuing to use OrgSync as a way to survey students. We will be updating the current learning outcomes to be more cohesive with the University-Wide Student Learning Outcomes.

University Recreation

Submitted by: Cindy Vander Sloot

<u>Assessment Area (1 of 2): University Recreation Student Staff</u>

Question: What is being assessed?

Using our University Recreation Vision/Outcomes as a guide to assess student learning outcomes, 21 student staff members were asked to respond to the following question:
"Please tell us how your employment here has aided in your achievement of at least three of the 11 University Recreation Outcomes."

Assessment Category: University Recreation Student Staff

Question: What category does this assessment initiative fall?

This assessment measures student learning outcomes as a result of involvement and participation in University Recreation programs, services and access to facilities, and/or employment with University Recreation.

Assessment Results: University Recreation Student Staff

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

Following are the established outcomes, the student's reflection/thoughts, and the number of student staff (out of 21 assessed) that feel their employment has aided in achievement of the outcome:

Establish positive relationships with others in the community (17/21)

- The skills that I have learned here to keep positive relationships have transferred over to my relationships with others outside of work.
- I try my hardest to make everyone feel like they are welcome at the SRC.
- I have learned how important it is to work in a positive environment and create both professional and "friend" relationships.
- Working at the SRC has helped me gain a more adult attitude and take pride in the environment I work in.
- I get to interact with people from a different area than I am from. (Diversity)
- I have discovered through the many interactions that I have had with community members, that there is a diverse population of people in the community and no one solution works with all of them. (Diversity)

Recognize individual's potential and contributions within a culturally diverse community (0/21)

- While this outcome received a 0/21, many statements made throughout this assessment affirm that this is happening. These statements will be marked as (Diversity).

Demonstrate fairness, honesty, respect, and integrity with decision making and interactions (6/21)

- There have been many decisions that I have had to make here and I always try to think of how it would affect others.
- You always have to treat everyone the same…be honest and make good decisions. People in turn will respect you.
- You not only want to do the right thing, but make sure it is fair for others also.

- Working here with so many people that are so different really forces me to realize how important it is to maintain the same attitude and enforce the same rules, in the SAME way, with every person I encounter. (Diversity)

Effectively exchange information with others using interpersonal communication and conflict-resolution skills (6/21)

- When patrons express themselves about things that upset them, I always try to diffuse the situation.
- Dealing with the different conflicts with different levels of severity has allowed me to expand my communication and broaden my ability to use it to resolve conflicts.
- I have learned my strengths and weaknesses as far as communication and conflict resolution and have grown through dealing with different situations at the SRC.
- The Front of House staff can work in harmony and know when and where we need to support one another…rarely is information not passed from one shift to the next.

Work cooperatively with others in a respectful manner (7/21)

- There should never be a moment of disrespect to others, especially in the workplace.
- Through employment with University Recreation, I have learned to take other's perspectives and give my own without being disrespectful. This allows mutual learning and agreement on a decision.
- My job at the SRC has taught me to be respectful of others and receive respect in return.

Demonstrate critical thinking and problem-solving skills (2/21)

- I always strive to handle issues so that a patron leaves with a resolution or a time frame in which the resolution will be reached.
- Dealing with various situations at the SRC has allowed me to develop critical thinking and problem solving skills.

Effectively manage time (8/21)

- With my many work-related tasks and academic responsibilities, it is important to budget my time wisely.
- I have to effectively manage my work duties while keeping my focus on my education and my family life.
- To effectively manage time, I have to be observant and conscious of priorities.
- Having to balance a school schedule and work schedule seemed difficult at first, but helped me learn better time management skills.
- I have learned to manage my time more efficiently, not only at work, but also with other things.

Develop leadership skills (5/21)

- Working at the SRC has helped me to develop leadership skills in ways that I never would have imagined. I have learned to use all of my resources when it comes to enforcing rules and leading others.
- My job with University Recreation has allowed me to grow into a professional leader.
- I have learned the importance of helping others. My position makes me accountable for my actions and responsible for others.

Identify personal strengths and weaknesses (5/21)

- While working at the SRC, I have perfected my ability to be assertive in challenging situations, manage my time better, and work with people from all different backgrounds. (Diversity)
- A weakness I realized is my tendency to panic or become upset with myself when I make a mistake. I have learned, through experience at the SRC, to forgive myself and be calmer to be able to perform my best and make more level-headed decisions.
- I have found that the environment at the SRC has allowed me to find and develop new strengths.
- I have been given a chance to understand myself better by listening to advice from others. I have worked on and developed weaknesses and recognized strengths that will carry forward into my professional career.

Understand the benefits of leisure and fitness activities for their improved wellness and quality of life (5/21)

- Working for University Recreation has let me see another side to fitness. Through interactions with others, I have adapted my style of fitness to create a more well-rounded and healthy lifestyle.
- I have learned how fitness and leisure can help to improve the quality of life for the patrons of the Student Recreation Center.
- I have learned how participation in leisure activities can help teach teamwork concepts and help build relationships and trust.
- Leisure and fitness is important for creating healthy habits for the rest of your life.
- At first I did not use the facility for leisure activities. I now have a regular routine of working out that has increased my overall energy level.
- The SRC is a great place because it is right on campus, so it is very convenient.

Demonstrate civic engagement through active involvement in activities (0/21)

- While none of the students assessed wrote about this outcome, they all discussed the importance of being part of the Ferris State University community and the responsibilities they uphold at the Student Recreation Center.

Actions Based on Assessment: University Recreation Student Staff

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

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

Assessment Plans: University Recreation Student Staff

Questions: What are your future assessment plans?

The Department of University Recreation will continue to develop a variety of assessment tools to gather information about student learning outcomes. We will continue to teach/guide them during their time with us.

Assessment Area (2 of 2): Intramural Sports

Question: What is being assessed?

In an effort for continued improvement of our intramural sports programs, we asked the spring 2011 participants to reflect on the season. Our main goal with this assessment was to find out their overall level of satisfaction.

Assessment Category: Intramural Sports

Question: Under what category does this assessment initiative fall?

- This assessment measures participant satisfaction and program efficiency.

Assessment Results: Intramural Sports

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

- Participants wanted soccer added as an IM sport
- Participants want better officiating (more training and knowledge of sports)
- Participants want more games in the regular season

Actions Based on Assessment: Intramural Sports

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

- Added soccer as an intramural sport for fall 2011
- Implemented a better training program for officials to include more actual training of all sports instead of a requirement for sport-specific training. The result of this change will lead to improved retention of intramural officials and more ownership in their position with University Recreation. The result of this change will also lead to higher levels of participant satisfaction due to the knowledge gained through training by intramural officials.

Actions Based on Assessment: Intramural Sports

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

- Added soccer as an intramural sport for fall 2011
- Implemented a better training program for officials to include more actual training of all sports instead of a requirement for sport-specific training. The result of this change will lead to improved retention of intramural officials and more ownership in their position with University Recreation. The result of this change will also lead to higher levels of participant satisfaction due to the knowledge gained through training by intramural officials.

Assessment Plans: Intramural Sports

Questions: What are your future assessment plans?

The Department of University Recreation plans to continue satisfaction-based assessment, but also include assessment of learning outcomes as a result of involvement and participation in intramural programs.