**Key Strategic Areas of Practice**

As student affairs professionals, we work tirelessly every day to create an unparalleled college student experience focused on helping each member of our learning community succeed. We do this by aligning our talents and resources with eight strategic areas of practice:

**Commitment to Student Success**

The Division of Student Affairs will be knowledgeable about our students, patterns of swirling forms of matriculation present at FHSU, and how those factors interact with designing effective student success programs. We are committed to serving FHSU students in all three modalities (on-campus, virtual, and through international partnerships). In alliance with our colleagues across the University; and as a result of the delivery of excellent student services and programs, recruitment, retention, and graduation rates are strengthened.

**Academic Advising and Career Exploration**

* Require exploratory advisees to meet regarding midterm grades for students who have grades of D, U or I at midterm.

**Status:** AACE notifies each new freshmen in advance of midterm grades of their required ACCESS II meeting. Returning students who have a D, U or I once midterm grades are received also receive notification of their required meeting. This helps students to assess their academic situation and review their options for their current D, U or I grades received at midterm.

* Schedule Academic Reinstatement Appeals for students who have been academically suspended from the university.

**Status:** The Academic Reinstatement Committee heard 163 appeals. Each appeal decision is based on academic history, documents provided by the student and the individual interview with the committee.

**Admissions**

* Successfully host 13 Student Recognition Programs (SRP’s) in Kansas, Colorado and Nebraska and increase the yield rate to 80%

**Status:** The spring 2015 SRP season had 607 prospective students attend. Out of the 548 high school seniors and transfer students in attendance, 78% enrolled in Fall 2015.

\*\*No yield data for 2016 SRP’s is available until after 20th day of class.

* Achieve a 50% enrollment rate from high school seniors residing in Ellis County. **Status:** In Fall 2015, FHSU enrolled 113 of the 250 high school graduates from the Ellis HS, Hays HS, TMP, and Victoria HS. This resulted in a 45.2% yield rate which is 3% higher than the previous year.

**Kansas Academy of Mathematics and Science**

* KAMS incorporated a version of freshman seminar to assist students in the transition from high school to college as well as address many of the issues relevant to 15 – 16 year old gifted and talented populations. Two of the desired outcomes of the seminar class were to increase retention and improve class GPA.

**Status:** The changes contributed to the increase of the class GPA for the fall semester from a 3.14 the year before to a 3.45 and an 85% retention rate.

**Kelly Center**

* Increase the accessibility of services by KAMS students by implementing on-site evening consultation times and increased outreach programming.

**Status:** More KAMS students received services on more occasions during the academic year.

* Provide inspirational quotes or messages that will be included at least once per week in the Tiger Daily email. (Completed – It was determined to create a Facebook page to provide information about programming and other mental health educational materials).
* Work with the KAMS program to facilitate consultations, presentations and weekly staff meetings to ensure the mental health needs of the KAMS students are met. (Ongoing)

**Status:** KAMS students will be able to identify and utilize resources to support their mental health needs.

* For Kelly Center staff, we will continue to keep accurate records of Title IX incidents, and have on-going discussions regarding best practices and procedures. For students, we will offer a Tiger Series workshop, as well as an educational bulletin board on this topic area. (Ongoing)

**Status:** Students will have increased knowledge about Title IX and will be able to identify and report incidents.

**Memorial Union**

* Implement a Student Organization Presidents Roundtable Series and host a minimum of two events during the spring 2017 semester.

**Status:** Through the course of the spring semester, three Presidents Roundtable events were scheduled to provide additional support to student organization leaders. After conducting a survey which was made available to all Presidents and collecting qualitative feedback from those who attended each event, students expressed a need for additional training with TigerLink, event planning, philanthropy and service efforts as well as state/federal regulations.

**Student Health**

* Implement a performance improvement project to do follow-up testing for all students with a history of a positive chlamydia who received medication treatment in the Student Health Center.

**Status:** Data collection continues. The nursing department documented 100% contact rate for students whose lab results were positive.

**Transition & Student Conduct**

* Design and implement an assessment strategy to evaluate student learning for students not completing all elements of the ACCESS to Success – Student Success Plan.

**Status:** While nearly 75% of all administrative transition meetings with students who failed to meet with their advisor for their required advisor meetings yielded in students learning and articulating the importance of advisor meetings, the remaining 27% also yielded key learning moments including campus support resources (Kelly Center, Student Health Center, Center for Student Involvement, Academic Advising & Career Exploration Center, etc.) as well as personal accountability and responsibility strategies.

* Steward existing and cultivate 1-2 new living learning communities for Fall 2017.

**Status:** Eleven of the twelve existing living learning communities from the 2016-2017 year were stewarded into Fall 2017 as well as five new living learning communities were cultivated for Fall 2017.

* Roll out enhanced features of The Lighthouse Project first-generation college student transition program including peer & faculty/staff mentoring programs as well as second- and third-year experiences.

**Status:** Fifteen new first-year and transfer first-generation college students participated in the inaugural first-generation mentoring program, being mentored by 4 faculty members, 3 staff members, and 8 peer mentors.

* Re-design and implement Non-Traditional Student Orientation for adult learners in August.

**Status**: Fourteen new adult learners participated in the re-designed Non-Traditional Student Orientation, an increase of 50% over the previous year.

* Implement 2 tracks of Golden Beginnings Pre-Orientation Programs: one service immersion experience and one first-generation student pre-orientation experience.

**Status**: A total of 50 new first-year students participated in Golden Beginnings Pre-Orientation Programs for the Fall 2016 semester with 27 first-generation college students participating in Project Lighthouse track and 23 first-year students participating in Project Serve service immersion.

**Commitment to Student Learning**

The Division of Student Affairs embraces the notion that student learning and personal development are intertwined. These concepts are core to our work. We recognize that effective student affairs work must be grounded in the assessment of student learning. We will therefore contribute to be a vibrant learning community by creating learning objectives for our programs and services, expanding our capacity to be reflective practitioners, and operating within a culture of evidence.

**Academic Advising and Career Exploration**

* Students completing the career exploration process will be able to identify an appropriate step in the decision making process.

**Status:** We had 49 students who completed the Career Exploration Evaluation out of 70 who completed the career exploration process. As you can see below, those completing can identify both the important components of career decision making and what step(s) they would take if needing to make a major decision in the future.

|  |  |  |
| --- | --- | --- |
| **Career Exploration Process Items** | **Number** | **Percentage** |
| Students that sought Career Exploration services. | 70 | 100% |
| Students declaring new major after Career Exploration. | 34 | 48.57% |
| Students confirming their major after completing Career Exploration. | 12 | 17.14% |
| Students that did not complete the Career Exploration process. | 11 | 15.71% |
| Students that did not make a decision at the end of the Career Exploration process. | 13 | 18.57% |
| Students that completed the Career Exploration Evaluation. | 49 | 70.00% |
| **Question #10:   I know the important components of career decision making.** |  |  |
| Students completing question. | 49 | 100% |
| Students that strongly agree. | 27 | 55% |
| Students that agree. | 19 | 39% |
| Students that neither agree or disagree. | 1 | 2.04% |
| Students that disagree. | 2 | 4.08% |
| Students that strongly disagree. | 0 | 0% |
| **Question #11: In the future, if you were questioning your major decision, what step or steps would you take?** |  |  |
| Students completing question. | 49 | 100% |
| Student responses that were appropriate. | 48 | 98% |

* UNIV 100 Major and Career Exploration (1 hour) was offered on-campus (S15 and F15) and via distance learning (S15, U15 and F15). There were 72 students who enrolled in the course.

**Status:** Course will continue on the schedule to assist students in confirming or declaring a major and career path.

* UNIV 103 Succeeding in College (3 hours) was offered on-campus (S15 and F15) and via distance learning (S15, U15 and F15). There were 120 students who enrolled in the course.

**Status:** Course will continue on the schedule to assist students in acquiring skills and knowledge in the areas of time management, locus of control, learning styles, stress, study skills, financial awareness, communication and student services and resources available at FHSU.

* Offer presentations to classes related to academics and career.

**Status:** Presentationswere given to students in 42 different groups/classes. The presentations topics included: Understanding the US Classroom, Career Exploration, Personality, Listening in an Educational Setting, and General Education.

* AACE provides MyMajors.com to students at no cost through TigerTracks.

**Status:** We had 1,274 students complete the assessment and receive additional communication regarding the career exploration resources available to them.

**Financial Assistance Office**

* Provide opportunities for current students to learn about financial aid programs and processes and increase financial literacy:

**Status**: Conducted approximately 20 financial aid and/or financial literacy class presentations for UNIV 101 Freshman Seminar, UNIV 103 Succeeding in College, Personal Finance, First 40 Days, and Learning Communities.

Hosted several information tables to provide information to current students regarding the FAFSA, the SALT online money management tool, Veteran’s benefits, and study abroad.

* Provide opportunities for prospective students and families to learn about financial aid programs and processes.

**Status**: Participated in Student Recognition Programs, Tiger Day, and Pre-Enrollment sessions to share financial aid information with prospective students and families.

**Kansas Academy of Mathematics and Science**

* The Docking Institute surveys our students on a variety of areas. Students are asked to rate their agreement on the statement, “I felt the [KAMS] coursework will prepare me for future courses.”

**Status:** On a scale of 0 to 10 with 0 meaning students do not agree and 10 meaning that students strongly agree, students scored an 8.5. The results clearly indicate students are very confident that the KAMS curriculum helps prepare them for courses post-KAMS.

**Kelly Center**

* Work with Dr. Tim Crowley to study feasibility of Supplemental Instruction on campus and attend training. (Completed – Maggie Denning and Dr. Tim Crowley attended training)

Do two T.I.G.E.R.S. series workshops on study skills in Fall 2016 semester. (Completed)

**Status:** Students will learn organizational and basic college level study skills to successfully complete the semester.

**Memorial Union**

* By participating in the Black & Gold Academy leadership institute, students will be able to demonstrate leadership abilities.

**Status:** The inaugural Black & Gold Academy was held during the spring semester for current and emerging student leaders. Orientation leaders, resident assistants, fraternity/sorority leaders, student directors as well as student organization officers and members were all represented at this leadership institute. Every participant was able to identify at least one way they can use leadership concepts which were facilitated in their roles on campus.

* By serving as the Masters of Ceremonies for the annual Student Organization Awards Reception, the Homecoming 2016 King and Queen will learn more about student organizations on campus and the award recognition process.

**Status:** Several meetings were scheduled leading up to the Student Organization Awards Reception to prepare for the hosting duties outlined. The King and Queen worked together to create a presentation titled, “Top 10 Ways to Make the Most at Fort Hays State” where they identified how involvement shaped their college experience. A questionnaire was provided to the King and Queen following the event and while neither student showed an increased knowledge of the awards process, both agreed the experience improved their organization skills and believe future Homecoming royalty should be given the opportunity to host this event.

* By participating as an Executive Team Member in the University Activities Board, students will have a greater understanding of working as a team to plan and host campus events.

**Status:** An exit interview was held with each executive officer to review successes and future opportunities. Each officer was asked about the skills learned related to teamwork and event planning and each student was able to provided concrete examples of their improvement in these areas.

* Establish a team within the Memorial Union to oversee student employee practices including hiring, training, and recognition programs.

**Status:** The team was established in August of 2016 with a focus on two main objectives -- creation of consistent position descriptions with learning outcomes and consistency in year round recognition efforts of student employees. Learning outcomes were based on the NACE skill list. New recognition programs were put in place to recognize student employees academic achievements.

* Collaborate with Residential Life to hire a professional leadership development facilitator to present at the Memorial Union Student Employee Training Day & RA Training as well as to plan a combined activity with Memorial Union and Residential Life student employees.

**Status:** Memorial Union student employees were asked their satisfaction level with the combined activities with the Residential Life student employees over lunch and immediately following lunch and the facilitation by the speaker hired with Residential Life in the afternoon. The response was positive for both. Students also stated the activities with the Residential Life staff were a valuable use of their time. This collaboration will continue next year with more of a focus on the combined activities in an effort to create a stronger sense of community between the two departments.

* By working as a Building Manager and attending Building Manager Training at the beginning of the Fall and Spring Semesters the Building Managers will be able to identify their own conflict resolution style and be able to use it in necessary situations.
* **Status:** After going through the training days the building managers were asked reflect on what they had learned and explain which conflict resolution style they saw themselves using the most. Each manager was asked to write which style they used, why they think they use that style, and situations that may need a different style.

**Registrar’s Office:**

* By the very nature of what the Registrar’s Office does, we can demonstrate how we help students learn.

**Status:** Indirectly, we facilitate learning by managing the registration process that places students in courses so that learning a subject matter can commence. Direct learning occurs when student experience the process of how to enroll, drop a class and navigate the higher education structure in and outside of the classroom. By experiencing the process of registration and enrollment students learn when to take action and to navigate business processes to achieve a goal. Like a teacher, the Registrar’s helps and guides students through the process not only initially, but each time a student enrolls, changes enrollment or interacts within the process.

**Student Health**

* Provide speakers and educational information at International Student Orientation, UNIV-103 Succeeding in College and HHP-200 Personal Wellness.
* **Status:** The goal is to increase the student awareness of health issues and health resources on campus.

***C*ommitment to Assessment and Accountability**

The Division of Student Affairs will create and sustain organizational systems, processes, and a culture that facilitates evidenced-based decision-making, purposeful planning, and innovation that drives solutions. We will be intentional about establishing goals in alignment with the University and our profession. We will continually enhance our knowledge of assessment and evaluation practices. We will use research findings to advance the understanding of student issues and design best practice strategies to enhance success.

**Academic Advising and Career Exploration**

* Collect data regarding the four process steps connected to the ACCESS Student Success Process for benchmarking with this program in our department.  Steps include: acknowledgement of the FHSU’s Expectations of YOU, ACCESS Meeting #1, ACCESS Meeting #2, and ACCESS Meeting #3.  We are benchmarking the number of students at the start of each process and the number who have successfully completed during the set timeframe (S15-F15).

**Status:** The attached data file shows the baseline data we have for our first calendar year of reporting. I would call your attention to the following points:

1.  The data is reflective of two separate academic years for students.

2.  As you can see from the data, participation in appointments is higher in the fall.  Fall is the primary start date for the majority of new students who are required to participate in the ACCESS to Student Success Program.

3.  Beginning with the F14, Tiger Success Students who had declared a major were assigned to their academic departments for the first time.

4. The process has allowed students to come out of the program when they reach 19 years of age. This impacts the data and can reflect a lower total of students completing all six required meetings. Students will remain in program through their first academic year.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2015 Calendar Year** | **Spring 2015** | **Spring 2015** | **S15** | **S15** | **S15** |  | **Fall 2015** | **Fall 2015** | **F15** | **F15** | **F15** |
|  | **Eligible 20th Day Students** | **Success Plan Acknowledged** | **ACCESS I** | **ACCESS II** | **ACCESS III** |  | **Eligible 20th Day Students** | **Success Plan Acknowledged** | **ACCESS I** | **ACCESS II** | **ACCESS III** |
| **AACE TOTALS** | 57 | 57 | 55 | 38 | 34 | **AACE TOTALS** | 57 | 57 | 56 | 49 | 53 |
| **PERCENTAGE TOTALS** |  | 100% | 96.40% | 76%\* | 87.1%\* | **PERCENTAGE TOTALS** |  | 100% | 96.50% | 87.5%\* | 96.3%\* |
| \*Percentages were based on 20th Day Advisee number, minus number of students that declared & withdrew | | | | | | | |  |  |  |  |

* To assess the TIGER Series Workshops for Faculty and Staff as they relate to programs identified as most beneficial by professional and faculty advisors at FHSU.

**Status:** AACE sponsored 22 workshops in 2015.  There were 315 attendees at those workshops.   The evaluations are on a 5 point scale with 5 being the highest.  The range by items was 3-5.  The range from all evaluations was 4.56-4.98.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Sessions** | **Q1** | **Q2** | **Q3** | **Q4** | **Q5** | **Session Mean** | **Attendees** |
| **Graduate Advising: Application, Assistantships, Program of Study, New Courses and New Programs (SPRING 2015)** | 4.57 | 4.92 | 4.78 | 4.57 | 4.78 | 4.72 | 19 |
| **Graduate Advising: Admission to Candidacy, Comprehensive Exams and Graduate Faculty Nomination (SPRING 2015)** | 4.38 | 4.84 | 4.61 | 4.46 | 4.53 | 4.56 | 16 |
| **Ethics, Policies & Law Advising Certificate: Advising Policies (SPRING 2015)** | 4.76 | 4.95 | 4.85 | 4.85 | 4.85 | 4.85 | 23 |
| **Ethics, Policies & Law Advising Certificate: FERPA and Privacy (SPRING 2015)** | 4.83 | 4.70 | 4.95 | 4.95 | 4.95 | 4.87 | 26 |
| **Ethics, Policies & Law Advising Certificate: Title IX and Clery Act (SPRING 2015)** | 4.41 | 4.47 | 4.24 | 4.18 | 4.33 | 4.32 | 19 |
| **Ethics, Policies & Law Advising Certificate: Advising Ethics (SPRING 2015)** | 4.58 | 4.83 | 4.83 | 4.58 | 4.66 | 4.69 | 17 |
| **Tiger STRIPES Pre-Enrollment for Academic Advisors (SPRING 2015)** | 4.86 | 4.82 | 4.82 | 4.68 | 4.77 | 4.79 | 14 |
| **Special Populations: Advising Transfer Students (SPRING 2015)** | 4.94 | 4.76 | 5.00 | 4.94 | 5.00 | 4.92 | 9 |
| **Special Populations: Advising Disabled Students (SPRING 2015)** | 4.85 | 4.92 | 4.92 | 4.92 | 4.92 | 4.96 | 12 |
| **Special Populations: Advising International Students (SPRING 2015)** | 4.75 | 4.93 | 4.81 | 4.56 | 4.75 | 4.76 | 11 |
| **Special Populations: Advising Student Athletes (SPRING 2015)** | 4.93 | 4.93 | 4.87 | 4.87 | 4.87 | 4.89 | 10 |
| **Using Technology in Advising: TigerTracks (SUMMER 2015)** | 4.92 | 5.00 | 5.00 | 4.67 | 5.00 | 4.91 | 20 |
| **Using Technology in Advising: TigerEnroll (SUMMER 2015)** | 4.85 | 5.00 | 5.00 | 4.77 | 5.00 | 4.92 | 20 |
| **Using Technology in Advising: Online Advising Notes (SUMMER 2015)** | 4.90 | 5.00 | 5.00 | 4.90 | 5.00 | 4.96 | 20 |
| **Using Technology in Advising: TigerTracks (FALL 2015)** | 5.00 | 5.00 | 5.00 | 4.90 | 5.00 | 4.98 | 9 |
| **Using Technology in Advising: TigerEnroll (FALL 2015)** | 4.80 | 5.00 | 4.90 | 4.70 | 4.80 | 4.84 | 8 |
| **Using Technology in Advising: Online Advising Notes (FALL 2015)** | 4.50 | 4.88 | 4.75 | 4.75 | 4.75 | 4.72 | 10 |
| **Using Technology in Advising: Tiger IQ (FALL 2015)** | 4.89 | 4.89 | 4.89 | 4.78 | 4.89 | 4.86 | 10 |
| **Career Advising: Plan B (FALL 2015)** | 4.90 | 4.90 | 4.90 | 4.90 | 4.90 | 4.90 | 10 |
| **Career Advising: MyMajors (FALL 2015)** | 4.90 | 5.00 | 4.90 | 4.70 | 4.90 | 4.88 | 11 |
| **Career Advising: Typefocus Personality (FALL 2015)** | 4.90 | 5.00 | 4.90 | 4.70 | 4.90 | 4.88 | 12 |
| **Career Advising: StrengthsQuest (FALL 2015)** | 4.90 | 4.90 | 4.90 | 4.70 | 4.80 | 4.84 | 9 |
| **Legend** |  |  |  |  |  |  |  |
| Q1 - Topic was clearly described. |  |  |  |  |  |  |  |
| Q2 - The presenter(s) were well-informed on the subject. |  |  |  |  |  |  |  |
| Q3 - The presenter(s) were able to effectively communicate information to the audience. | | | | |  |  |  |
| Q4 - The handouts were useful. |  |  |  |  |  |  |  |
| Q5 - The overall quality of the presentation. |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

* The FHSU Student Evaluation of Academic Advising was collected beginning September 21 and ended December 4. Students must be currently enrolled on 20th day of fall semester to participate in evaluation.

**Status:** There were 1,164 students who completed the evaluation. Data was collected and processed with summaries provided to department chairs and deans for their respective areas. Data is sorted by advisor, department, college and university. Data is provided below with mean comparison for the past five years.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2015** | **2014** | **2013** | **2012** | **2011** |
| Evaluation Items | Mean | Mean | Mean | Mean | Mean |
| I UNDERSTAND THAT ADVISING IS A SHARED RESPONSIBILITY | 1.21 | 1.2 | 1.22 | 1.25 | 1.25 |
| I ACT ON MY ADVISORS SUGGESTIONS | 1.35 | 1.37 | 1.38 | 1.44 | 1.47 |
| MY ADVISOR PROVIDES ACCURATE INFORMATION CONCERNING COURSE SELECTION | 1.46 | 1.51 | 1.47 | 1.56 | 1.55 |
| MY ADVISOR PROVIDES INFORMATION CONCERNING GRADUATION REQUIREMENTS | 1.47 | 1.52 | 1.48 | 1.57 | 1.56 |
| MY ADVISOR PROVIDES INFORMATION REGARDING THE ADD/DROP PROCESS | 1.36 | 1.36 | 1.36 | 1.45 | 1.49 |
| MY ADVISOR DISCUSSED CAREER OPPORTUNITIES IN MY FIELD OF STUDY | 1.75 | 1.82 | 1.81 | 1.92 | 1.9 |
| MY ADVISOR MAKES REFERRALS TO APPROPRIATE CAMPUS RESOURCES/SERVICES | 1.43 | 1.43 | 1.38 | 1.53 | 1.51 |
| I HAVE DISCUSSED MY EDUCATIONAL GOALS WITH MY ADVISOR | 1.62 | 1.67 | 1.63 | 1.81 | 1.82 |
| ADEQUATE TIME IS AVAILABLE TO MEET MY ADVISING NEEDS | 1.54 | 1.52 | 1.53 | 1.7 | 1.68 |
| I UNDERSTAND THE PROCESS TO CHANGE MY MAJOR | 1.72 | 1.75 | 1.78 | 1.9 | 1.84 |
| I UNDERSTAND THE PROCESS TO CHANGE MY ADVISOR | 2.07 | 2.06 | 2.12 | 2.21 | 2.17 |
| \*Year is based on start date of survey. |  |  |  |  |  |
|  |  |  |  |  |  |
| Students respond to statements using the following: |  |  |  |  |  |
| 0 DNA = Does Not Apply |  |  |  |  |  |
| 1 SA = Strongly Agree |  |  |  |  |  |
| 2 A = Agree |  |  |  |  |  |
| 3 N = Neutral |  |  |  |  |  |
| 4 D = Disagree |  |  |  |  |  |
| 5 SD = Strongly Disagree |  |  |  |  |  |

**Admissions**

* Create and conduct a survey to gauge the satisfaction and effectiveness of Tiger Day.

**Status:**  The Tiger day survey results were very positive. Over 270 respondents were “satisfied” or “very satisfied” with the day’s events. All students were able to rate each activity for the day in order to provide feedback for future Tiger Day recruitment events.

**Career Services**

* Track rates of job placement and admissions to graduate /professional schools for the university with a goal of 96% overall success rate.

**Status:** Achieved a 95% rate for 2014-2015 year.

**Financial Assistance Office**

* Decrease the number of Free Applications for Federal Student Aid (FAFSAs) submitted by current students (as opposed to new students) submitted late in the application cycle (July 1 – September 15) by 10%.

**Status**: On the original list of current freshmen, sophomores, or juniors receiving some type of federal student aid, there were 832 students who had submitted their 2015-16 FAFSAs between 7/1/15 - 9/15/15.  Of those 832 students, 543 submitted 2016-17 FAFSAs.  And, of those 543, 421 (51% of the total 832 and 78% of the 543) submitted their 2016-17 FAFSA prior to July 1, 2016.

**Kelly Center**

* Begin tracking number of students and others who we reach with Kelly Center services.

**Status:** Numbers are kept monthly and provided in a report.

* DAWN will update assessment of its Alcohol Information Seminar and outreach programming through consultation with Campus Labs. (Ongoing)

**Status:** Students will be able to utilize a more user-friendly system for providing feedback on Alcohol Information Seminar as well as for research collection.

**Registrar’s Office:**

* Evaluating the registration and enrollment processes at the macro and micro level is ongoing. Our goal this year was to **reduce the backlog of and preparation time of Checklists and degree summaries**. In order to make improvements to any process, an assessment of how the process currently exists must be the starting point. An environmental scan of this process was completed in the fall of 2016 and revealed that our ability to process checklist and degree summaries was hampered by technical automation limitations, staff training/communication and time on task issues due to unforeseen staff medical leave and other job duty commitments.

**Status:** All existing staff are back to work and a new staff member has been added to the Degree Analyst unit. The deficiencies learned from the environmental scan attached to this goal where addressed within the job description of this new position. First, the new Degree Analyst will coordinate communication between not only the degree analysts but with application processing team. Smooth movement of information and requests is paramount. Second, automating at least the checklist processing by utilizing existing imaging and workflow technology is underway. Automating the process as much as possible will address the workload or “other job duty commitments” that conflict with checklist processing.

**Commitment to Civic and Community Engagement**

The Division of Student Affairs will engage students and the community in mutually beneficial programs and activities designed to deepen students’ sense of civic responsibility while encouraging self-reflection, exploration, and discovery.

**Academic Advising and Career Exploration**

* Collaborated across the institution to bring the Allies for Inclusion project to Fort Hays State University which included the Ability Ally Exhibit and Ally Training for students, faculty, staff, and colleagues at other institutions of higher education and K-12 teachers from Ellis County.

**Status:** The exhibit, training and keynote presentations began on September 9 and ended on September 11. **Participation across the project included the following:**

* Ability Exhibit: We had 478 students, higher education employees and community members attend the Ability Exhibit.
* Ally Training: We had 175 students, higher education employees, and K-12 employees complete the Ally Training.
* Ability Presentation: We had 231 individuals attend the three presentations given by Dr. Karen Meyers regarding abilities.
* Volunteers: We had 13 staff and 38 student volunteers who staffed the Ability Exhibit.

**Kelly Center**

* Increase outreach activities to include not only campus, but community members as well.

Status: Outreach activities provided through the Kelly Center made contact with over 6,000 students and community members regarding mental health related topics.

* To work in a variety of FHSU sponsored activities and community based activities to provide information about mental health related topics.

**Status:** Provided presentation on trauma to First Responders, Provided presentations to middle school and high school students on taking care of one’s mental health and provided consultation services for City of Ellis).

Memorial Union

* Prior to the end of the Spring 2017 semester, the 2017-2018 Encore Series will be scheduled.

**Status:** Eight on season shows and one off season singing performance have been scheduled for the 2018-2018 season. Final contract details are being arranged so the season can be announced in July.

**Commitment to Global Understanding and Engagement**

The Division of Student Affairs will create inclusive environments, intentionally foster a greater understanding and appreciation of diversity, and structure opportunities to prepare students to meet the challenges of an increasingly interconnected world.

**Academic Advising and Career Exploration**

* Provide presentations for all UNIV 103 Succeeding in College: International Students sections on The US Classroom.

**Status:** Staff presented to all sections. These sections have a combined total of 109 new international students on our campus. These students are not familiar with the structure of classes at our institution. This presentation covers class type (lecture, discussion, seminar, etc.), syllabus importance, participating in the class, and academic honesty.

* Complete Kognito Training for LGBTQ On Campus and Veterans On Campus and the Ally Training.

**Status:** Staff completed and now display placards to make students aware our office is a safe place with individuals who are committed to being allies.

**Career Services**

* Offer specialized workshops/counseling sessions for international students aimed at improving resume, cover letter, and interviewing skills, along with other job search resources and skills necessary for a successful job search.  
  **Status:** Presented workshops/class presentations and helped individual students with personal counseling sessions.

**Kansas Academy of Mathematics and Science**

* Strengthen international partnership with Daejeon Science High School for the Gifted (DSHSG).

**Status:** The MOU was signed in June of 2016 and our first cohort of students traveled to DSHSG in July of 2016 to participate in research projects. The first cohort from DSHSG traveled to FHSU in September. KAMS students traveled to DSHSG in May 2017 for research and the second cohort of DSHSG will participate in a Chemistry Camp at FHSU alongside KAMS students. The goal of the camp is to conduct joint research and then continue that project throughout the 2017-2018 school year.

**Commitment to Partnerships**

The Division of Student Affairs will identify and develop cross-divisional, interdisciplinary, and community initiatives with the greatest potential to strengthen our role as an engaged partner.

**Academic Advising and Career Exploration**

* The Majors and Graduate Programs Fair was hosted on October 14 for current and prospective students to provide all students the opportunity to access faculty, staff and students from all academic departments in one location to assist in answering academic inquiries related to majors, careers, graduate programs and student opportunities for exchange programs.

**Status:** The fair was attended by 890 students which was an 11% increase over the 2014 fair. Of those students, 83 students (9.3%) were prospective students from high schools and community colleges. Campus participation included 32 academic departments, three graduate programs, and four offices from the Division of Student Affairs. This year 191 faculty and staff represented their departments and programs

* Staff provided StrengthsQuest training for 20 educators at TMP. The training was a professional development opportunity for their staff to learn more about their strengths and how to better utilize them in personal and work situations.
* Staff also provided presentations for 42 TMP juniors on personality and its relations to college choices. This information was targeted to aid these students in college and major selection. Two TMP seniors took advantage of StrengthsQuest training to assist them in local scholarship interview processes.

**Admissions**

* Partner with TeamMates-Mentoring Program to recruit incoming freshman to campus, as well as continue to coordinate mentors at the post-secondary level for these students attending FHSU.

**Status:**  The Office of Admissions signed this partnership in late fall and began recruiting TeamMates students from the state of Nebraska. A scholarship was established for students attending campus and currently 1 TeamMates student plans on enrolling for Fall 2016.

**Career Services**

* Integration of Career Services in Learning Communities (class presentation) especially focusing on job search strategies and graduate school information, and provide handouts and materials on services provided.

**Status:** Presented 74 workshops/class presentations with 1,628 students attending.

Kelly Center

* Create partnerships with other campus constituents.

**Status:** Collaborated with the Psychology Department on the Jed Foundation strategic plan to implement steps to complete our certification as a safe campus through mental health promotion, substance abuse and suicide prevention programming on campus.

* Increased awareness of Autism Spectrum Disorder with faculty at FHSU and members of the community.
* Work with other campus entities to collaborate on military related issues concerning students. (Ongoing)

**Status:** Students who are veterans will have more awareness of services available to assist in their transition to college and to support their educational goals.

**Memorial Union**

* In collaboration with the Department of Leadership Studies, conduct a review of the current co-curriculum, Quest Leadership, and make recommendations for future development.

**Status:** After several drafts of a new proposal were exchanged, an agreement was reached to restructure the Quest curriculum to align with the format used in other curriculum programs. This new structure will allow for ease of reporting and will hopefully increase completion rates in the future. The curriculum will be adjusted and prepared to launch at the start of the fall 2017 semester.

**Commitment to Lifelong Learning**

Through continuing staff development opportunities, the Division of Student Affairs will enhance the skills and talents of our staff. We will actively engage in the scholarship of our discipline and the application of that knowledge to FHSU. We are dedicated to recruiting, retaining, and nurturing talent at all levels and strive to be the best at what we do.

**Academic Advising and Career Exploration**

* Staff attended and presented at NACADA South Central Region 7 Conference in Baton Rouge, LA. Two HESA graduate practicum students went along to attend and present.

**Status:** Brown, M. N., Griffin, P. L., Hildago, A. & Ouimet, S. *(2015). ACCESS Adventure for Advising Freshmen.* National Academic Advising Association Region 7 Conference, Baton Rouge, LA, March 6, 2015. Evaluations were completed at the session and the presenters received a mean of 4.79 on a scale of 1-5 with 5 being the highest.

**Financial Assistance Office**

* Attend conferences and trainings to increase financial aid knowledge.

**Status**: Several staff members attended financial aid conferences to acquire the latest information related to Title IV federal student aid regulations, including the Department of Education Federal Student Aid Annual Conference and the Kansas Association of Student Financial Aid Administrators trainings.

**Status**: Two staff members participated in the Rocky Mountain Student Financial Aid Administrator’s Summer Institute.

* Coordinate internal office staff trainings.

**Status**: The Office coordinated regular staff trainings related to financial aid programs/processes, as well as personality differences and conflict management styles.

**Commitment to Efficiencies and Technology**

In alignment with the University’s focus on affordability, the Division of Student Affairs will actively seek to improve efficiencies and utilize employee-driven teams to evaluate and design how work is accomplished. We will actively explore and adopt innovative ways to use technology to improve the delivery of programs and services. We will be good stewards of our resources. We will align revenue and expense with the division priorities as outlined in the “*Foundational Framework for the Division of Student Affairs*,” FHSU plan, The Duty to Dream, and Kansas Board of Regents plan Foresight 2020.

**Academic Advising and Career Exploration**

* To improve efficiency, all new exploratory freshmen had the opportunity to attend a group meeting for ACCESS I and then at midterm (ACCESS II) if they had no grade lower than a C.

**Status:** During the calendar year, 73/114 attended group sessions for ACCESS I and 45/54 for ACCESS II. This allowed our office to realize a savings of 72 hours and still provided the student the information needed for these two appointments.

* To improve effectiveness of TigerEnroll and TigerCentral, multiple updates were completed in conjunction with web developers to address faculty and professional advisors needs.

**Status:** TigerEnroll updates included:

* + Addition of pre- and co-requisite information from student when submitting classes for the waiting list and pre-enrollment.

TigerCentral updates included:

* + Graduate student report for signup semester for comprehensive exams, program approved, admittance to candidacy, and intent to graduate all come with export and email options,
  + Updates for defining what is a past advisee,
  + Advisee search updates to include FHSU student ID number,
  + Additional filters for emailing advisees, and
  + Addition of Freshmen Success tab for advisor to check off on ACCESS I, II and III appointments with students.

**Financial Assistance**

* Implement CampusLogic to streamline the process for students and parents to e-sign and electronically submit verification documents.

**Status**: CampusLogic was implemented during the fall 2016 semester to provide students with the ability to e-sign and electronically submit verification documents for the 2017-18 award year. This has simplified the process for students and parents by allowing them to complete the entire process online. This new process no longer requires students and parents to email, fax, or mail in verification documents.

* Improve release of information authorization process by including financial aid with the online Third-Party Access process available in TigerTracks.

**Status**: During the fall 2016 semester, we implemented the new process, which allows students to authorize access to financial aid information to parents or other third parties. This process can now be completed entirely online and allows administrators to verify authorizations electronically.

**Kelly Center**

* Currently student accessibility information is kept in an Excel file. Transferring this data into a database would provide more options to run reports, as well as create letters of accommodation more efficiently.

**Status:** Students will receive more individualized communication and services.

Memorial Union

* Implement a week-long event to promote and educate students about the features of TigerLink.

**Status:** TigerLink Mania Week was hosted during the fall 2016 semester and included various events, outreach activities and a social media campaign. A grand prize was awarded at the end of the week to recognize one student who actively engaged in the educational activities facilitated throughout the week. There were 207 entries for the grand prize over the course of four days of programming.  

* During the Spring 2017 semester, the Center for Student Involvement Staff will review and organize the individual file folders within the CSI folder on the MUN Drive

**Status:** The CSI staff divided and reviewed nearly all of the folders during our weekly staff meetings. A few remaining folders still need to be organized and this will be completed by the Assistant Director. Through this process, files were made more easily accessible in order to assist with the planning of future events. Outdated and irrelevant items were deleted to free up additional space on the drive.

* Implement a new Tiger Card system with updated technologies and door access features.

**Status:** The "new" Tiger Card launched in January 2017.  Hansen Hall students and Residential Life staff were issued new cards in January 2017.  All brochures and promotional materials were updated, and the Tiger Card fee changed to $10 for new and replacement cards on 4/3/17.  A new Tiger Card policy has been written and submitted to President's Cabinet for approval reflecting the changes in the cards.  A new procedures handbook is being developed for internal use.

* Create and maintain a light replacement list to replace current lights with more energy efficient lights.

**Status:** this project is currently ongoing and will be on track to be complete by October of 2017.

**Registrar’s Office**

* There are two goals related to efficiencies and technology: 1) **Implementation of National Student Clearinghouse Reverse Transfer Program**; and 2) **Implement National Student Clearinghouse Self-Serve functionality.**

**Status:** Progress on implementation of both of these goals has been placed on hold due to the Workday project. While both goals could be achieved by integrating CICS to the respective NSC service, much time, energy and resources would have to be expended just as it would have to be repeated with Workday. Nevertheless, progress has been made regarding utilizing the NSC Self-Serve functionality integration with the Registrar’s Office web site. A further integration will be forthcoming with the advent of Workday.

**Student Health**

* The Student Health Center continues to enhance its electronic health record (EHR) by building templates to capture and report health data.

**Status:** Screened over 300 students upon intake with the question, “Do you feel safe on the FHSU campus?” 97% of students reported they feel safe on campus. Additional depression screening data was collected on intake allowing providers to engage students with symptoms of depression no matter the reason for their visit.

**Fort Hays State University- Division of Student Affairs**

**Learning Outcomes**

By working with the various departments within the Division of Student Affairs, Fort Hays State University students will:

* Develop their skills to communicate effectively
* Demonstrate intellectual growth
* Demonstrate continuing emergence of intrapersonal development
* Engage in healthy behaviors
* Develop meaningful interpersonal relationships
* Engage in matters of local, regional, and global social & civic responsibility
* Appreciate diversity

**Effective communication:**

Examples of achievement: writes and speaks coherently and effectively; writes and speaks after reflection; able to influence others through writing, speaking or artistic expression; effectively articulates abstract ideas; uses appropriate syntax; makes presentations or gives performances.

* As a result of a mock interview, students will identify what to expect during an interview.
  + Assessment Method/Direct Measure: Students will be asked to identify the number one interview question asked by most employers and to provide an example of a good answer. Additionally a pre and post evaluation will be used as well as feedback from employers following on-campus interviews following the mock interview. (Career Services)
* As a result of an interview skills development appointment with career services, students will be able to utilize the STAR technique during an interview. (Career Services)
  + Assessment Method/Direct Measure: Students will be asked to provide an example (using the STAR interview technique) of a good behavior based interview question. (Career Services)

**Intellectual growth:**

Examples of achievement: produces personal and educational goal statements; employs critical thinking in problem solving; uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; obtains a degree; applies previously understood information and concepts to a new situation or setting; expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences.

* As a result of completing the career exploration process, students will be able to identify at least one step in the career decision making process.
  + Summary Findings: 70% of the students seeking career completed the Career Exploration Evaluation. Of those, 98% can identify at least one step in the decision making process. (AACE)
* As a result of consulting with a career services staff member, students will be able to compose a resume that will present their skills effectively.
  + Assessment Method: Pre and Post Evaluations; staff will also randomly select resumes of students who have worked with staff on resume construction to evaluate the final resume. (Career Services)
* As a result of attending KAMS boot camp (orientation for new KAMS students), students will feel prepared for the college experience. Following boot camp, students are asked to rate their agreement on the statement, “I felt the (KAMS) boot camp prepared me for the college experience.
  + Summary Findings: On a simple scale of 1 to 3 with 1 meaning students did not feel prepared and 3 meaning that students felt fully prepared, students scored a 2.8. (KAMS)
* As a result of attending KAMS, students will feel confident in their abilities to be successful in courses beyond KAMS. The Docking Institute surveys our students on a variety of areas. Students are asked to rate their agreement on the statement, “I felt the [KAMS] coursework will prepare me for future courses.”
  + Summary Findings: TBD (KAMS)

**Intrapersonal development:**

Examples of achievement: shows self-respect and respect for others; initiates actions toward achievement of goals; takes reasonable risks; functions without need for constant reassurance from others; integrates multiple aspects of identity into a coherent whole; identifies and commits to important aspects of self; incorporates ethical reasoning into action; acts in congruence with personal values and beliefs; exemplifies dependability, honesty, and trustworthiness; accepts personal accountability.

**Healthy behaviors:**

Examples of achievement: chooses behaviors and environments that promote health and reduce risk; articulates the relationship between health and wellness and accomplishing life-long goals; exhibits behaviors that advance a healthy community.

* Student will access and utilize TigerEnroll.
  + Summary Findings:  Data shows that of the AACE advisees, 99.6% submitted requests through TigerEnroll.  This is a percentage increase from 98.67% in 2014. (AACE)

**Meaningful interpersonal relationships:**

Examples of achievement: develops and maintains satisfying interpersonal relationships; establishes mutually rewarding relationships with friends and colleagues; listens to and considers others’ points of view; treats others with respect.

**Social and civic responsibility:**

Examples of achievement: understands and participates in relevant governance systems; understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social and legal standards or norms; appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; participates in service/volunteer activities.

**Appreciate Diversity**

Understands ones’ own identity and culture. Seeks involvement with people different from oneself; Seeks involvement in diverse interests; articulates the advantages and challenges of a diverse society; Challenges appropriately abusive use of stereotypes by others; understands the impact of diversity on one’s own society