

## 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.

#### Early College Programs

- ❖ **Goal:** Provide a rigorous and unparalleled early college experience, that fosters student success (academically, professionally, socially, and emotionally).

**Status:**

- The Early College Program staff continues to heighten our intentionality for intrusive advising. Academically at-risk students were identified in the first four weeks of each semester, through a grade check process. At-risk students were required to meet weekly with the academic advisor to develop an academic success plan. A desired outcome of this process was to improve class GPA and access to on-campus resources/support services.
- For the fifth year in program history, Early College Programs provided an “Early College Program Junior Research Seminar” for all incoming juniors, both domestic and international. Juniors are required to take this course during the fall semester of their junior year for 1 credit hour. The goal of the course is to help students develop key skills and knowledge that will assist with the successful transition from high school to college. KAMS/AMS staff members teach the course throughout the semester. This is the first year that we required juniors to meet twice a week during the first 8 weeks of the semester. Doing so provided our support staff more time engaging and interacting with students during the crucial first few weeks of their early college experience. We feel this helps contribute to increased retention and decreases the chances for students leaving the program within the first few weeks (which used to be an issue in the

past).

- This is the first year in program history that we were able to add junior and senior colloquia to student schedules. This is an initiative that we have wanted to enact for quite some time, so it was a welcome addition for the 22-23 school year. Having the ability to add colloquia dates, times, and location to our students' schedules has helped tremendously with student attendance and accountability. Again, this has helped with retention.
- Lastly, this past year, we were able to receive approval from FHSU's Academic Council, to add flexibility within our KAMS/AMS curriculum requirements. More than likely, this change will be seen as one of the more significant and meaningful changes to the KAMS/AMS program, over the course of the history of the program. This is due to the fact that, historically, each year, students and parents associated with the program have strongly advocated and provided feedback (via the Docking Institute annual report), that they believe that more flexibility and class choice needed to be added to the program. After an extensive process of brainstorming and writing, we were able to create a proposal for added flexibility within the KAMS/AMS curriculum. The overall feedback from students, parents, and other stakeholders this year has been overwhelmingly positive. In addition to the many positive comments, we (KAMS/AMS) saw an improvement in student mental health, recruitment, persistence, and recruitment efforts.

### **FHSU Online & Military-Connected Student Services**

- ❖ **Goal:** Conduct an average of three online student success coaching sessions each week in spring 2024  
**Status:** New goal. Recently began researching best practices and plan to consult with on-campus student success professionals to build a strategy. Program to begin spring 2024 in tandem with EAB Navigate launch.
- ❖ **Goal:** 50% new online student completion rate for asynchronous online student orientation  
**Status:** New goal. Currently developing in collaboration with TILT and on track to launch fall 2023. Analytics to be monitored in BlackBoard.
- ❖ **Goal:** Streamline ArmyIgnitED process  
**Status:** Ongoing. Workday integration is no longer possible, but new processes have been implemented in response to the Department of the Army's system changes.

### **Health and Wellness Services**

- ❖ **Goal:** Changing the delivery of our services and programs to manage the health of our students either local or virtual.

**Status:** We offered both in-person and virtual options for counseling and medical appointments to eligible students.

### **Memorial Union**

❖ **Goal:** One Ring Program

**Status:** FHSU/Victor E Apparel & Gift Co is partnering with Jostens to create and implement a One Ring Program (ORP). The goal is to have a designated design associated with FHSU for students, alumni, and fans to purchase. Currently the design process is under way with the goal to unveil around Homecoming 2023.

### **Residential Life**

❖ **Goal:** Holistically support the overall success of our students living on campus by providing meaningful opportunities to promote personal growth and academic success.

**Status:** Combining our use of professional staff and our programming model, we create respectful, engaging and diverse communities in our residence halls, being intentional about the overall student experience and retention in both our on-campus housing and at the University as a whole.

- Hosted 252 programs with 4,347 total attendees.
- Retained 80% of community assistants from the 2022-23 to the 2023-24 academic year.

The Residential Life Annual Survey shows the following:

- 93% of students felt good about their academic performance due to living in the halls.
  - Up from 2021-2022
- 96% of students felt that living in the Residence Halls and their ability to be more independent improved.

### **Student Engagement**

❖ **Goal:** Increase the number of students involved in student organizations on campus by 10%.

**Status:** This goal is ongoing, this past year we had approximately an 18% increase in the number of students involved in student organizations. We believe that we can continue to see growth in this number and hope to achieve another 10%+ growth this coming year.

❖ **Goal:** Increase the level of awareness about the services offered in the CSS, and increase the amount of traffic by marketing, putting on programs, and spreading the word about the building's services.

**Status:** Ongoing and is being assessed semesterly. This year we saw a great increase in the number of students who attended our programs and events, we believe that by creating more awareness we are seeing growth and will continue to see growth.

## 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.

### Career Services

Demonstrate career-ready competencies to become an engaged global citizen.				
Strategy #1	Success Metric	Process/Outcome Metric	Department	Reporting Notes
Career Ready Competency Presentations	Provide knowledge of the skills needed for post-graduation success	Process Metric	Career Services	Report Number of Class Presentations & Workshops which feature Career Ready Competencies each academic year
<p>December 2022 Update            Career Services staff facilitated 52 class presentations and workshops which featured the Career Ready Competencies.</p> <p>May 2023 Update            Career Services staff facilitated 21 class presentations and workshops which featured the Career Ready Competencies. For the academic year, 73 class presentations and workshops were facilitated by Career Services featuring the Career Ready competencies.</p>				
Strategy #2	Success Metric	Process/Outcome Metric	Department	Reporting Notes
Career Programs & Services	Track graduation and job placement rates.	Outcome Metric - compare with engagement in career programs	Career Services	First Destination Survey and reports pulled after graduation in December and May.

<p>May 2023 Update</p> <p>Career Services tracked the first destination status of 1,616 U2021, F2021 and S2022 on-campus and online undergraduate graduates. Overall, a 94% success rate included 990 students working in major and 204 continuing their education. The office is currently collecting data for U2022, F2022 and S2023 undergraduate graduates. This data will be available in December 2023.</p>				
Strategy #3	Success Metric	Process/Outcome Metric	Department	Reporting Notes
Career Fair Attendance/Career Ready Competency: Career Management	Building professional network and investigating internships & full-time jobs	Process Metric	Career Services	Report from Handshake of student participation in career fairs for an academic year
<p>December 2022 Update</p> <p>535 students participated in five fall career fairs</p> <p>May 2023 Update</p> <p>299 students participated in three spring career fairs. A total of 8 career fairs were held with a student participation of 834 for the academic year.</p>				

### Early College Programs

- ❖ **Goal:** Early College Programs will be committed to student learning (highly focused on STEM education) and will be able to provide evidence of student success and learning through the use of data.

**Status:**

- Student learning is evidenced through the below information:
  - The KAMS/ AMS graduating class of 2023 achieved an average composite ACT score of 31. Students who score a 31 ACT composite score are in the top 95<sup>th</sup> percentile out of the 1.9 million students that participated in the ACT in 2022-2023.
  - The KAMS/ AMS graduating class of 2023 received a little over \$1 million in scholarships, which is an incredible amount.
  - Early College Programs graduated the fifth official class of AMS students. AMS students hailed from China and South Korea.
  - Academic Excellence: 15 students earned a perfect 4.0 GPA in the fall of 2022. 15 students earned a perfect 4.0 GPA in the

spring of 2023.

- Academic Excellence: 22 students earned Dean's Honor Roll recognition in the fall of 2022. 24 students earned Dean's Honor Roll recognition in the spring of 2023.
- Success in competitions, activities, and campus involvement:
  - Success in competitions, activities, and campus involvement:
  - Numerous students provided countless service hours during a variety of volunteer service opportunities on campus and in the Hays community.
  - 22 KAMS and AMS students participated in the annual John Heinrichs Scholarly and Creative Activities Day here at FHSU, in April.
  - 6 KAMS/AMS students competed in the annual AMC 12 national, mathematics exam.
  - 6 KAMS/AMS students competed in the fall Mini Math Madness competition.
  - Director Will Burns presented about KAMS to the Hays Optimist Club in January.
  - VEX Robotics: From Zachary Pixler, the instructor aiding our students in their robotics research: "We are competing at the ITEEA (International Technology & Engineering Education Association) National Conference in Minneapolis, MN, April 12-15. This group of students work very diligently when we meet once a week! They were given the prompt in the form of the competition rule book and set out to design and build a competitive robot! I'm looking forward to watching them compete at the national level with our TEECA (Technology and Engineering Education Collegiate Association) club!" Student list: Mark Hamrick Kaijie Wen, Sanghoon Lee, Seung Hyeok Jang, and Marina Profeti
  - KAMS senior, Quinton Shepard was named a "Hansen Scholar" by the Dane G Hansen Foundation.
  - Biology/Chemistry: KAMS Junior Hazel Frans and AMS Senior MUYANG "Hanson" Xu are doing their program research with the FHSU Biology Department. Hanson's research is using CRISPR/Cas9 to mutate proteins that are involved in plant leaf stem cell proliferation. With the same technology, Hazel Frans and KAMS Senior Isaac Knight (not pictured) are researching the asymmetrical leaf gene (AS2). Student List: MUYANG Xu, Hazel Frans, Isaac Knight

- AMS Senior Muyang "Hanson" Xu presented his molecular biology research at the Kansas IDeA Network for Biological Research Excellence (K-INBRE) Symposium. The conference took place in Overland Park, KS in early January. Hanson's research topic is: Using CRISPR Technology to Generate Mutations in Genes Encoding Proteins Required to Regulate Cell Differentiation During Leaf Development in Arabidopsis Thaliana.
- Electric Vehicle App & Design: From Joseph Chretien, the instructor aiding our students in their Electric Vehicle App & Design research: "This is a special group of students. They are currently working on their SACAD posters. They also take time to work on the cars to get them ready for our races. Soon we will be practicing driving in preparation for our races. Some were here last semester to have a hand in designing our new car and they will be working on that one also as the semester progresses." Student list: Lyric Yost, Lawson Ricke, Kyle Wasinger, Binyu Yan, and Brandt Hagen.
- AMS seniors, Jennie Wang and Zichun Su, were selected to present their psychology research at the annual Rocky Mountain Psychology Association (RMPA), which will take place on April 13<sup>th</sup>.
- KAMS Senior Griffin Davies also attended the Kansas IDeA Network K-INBRE Symposium. He plans to continue the research he has started with Dr. James Balthazor as a traditional FHSU student after completing the KAMS program in May 2023.
- KAMS Senior Cosmo Jarboe and KAMS Juniors Audrey Caleb & Yves Shapland took part in the North American Computational Linguistics Open Competition (NACLO).
- KAMS Junior Emma Cohn received an award of recognition from the FHSU Athletics Department for achieving academic excellence while being a member of the Fort Hays State University Pep Band.
- Congratulations to KAMS Junior, Elijah Beauchamp, on placing 2nd in Java programming in the Kansas Business Professionals of America's competition. Elijah also placed in the top 10 for Information Technology and Computer Programming Concepts. Good luck in the upcoming national competition!
- KAMS seniors, Kyron Saunders and Anniston Anderson were selected and have successfully participated in

FHSU VIP Student Ambassador program.

- KAMS seniors, Kyron Saunders, Dayne Locke, Gideon Fox, Adam Vincent, and Quinton Shepard, received a national certification in high-level/advanced rocketry. This rocketry research group also qualified to compete in a national rocketry competition that will be taking place in the month of May, in Wisconsin. To help pay their way and cover costs, this particular rocketry group created a presentation and proposal for local business, "Energys". Due to their proposal, Energys provided the students with \$500.
- KAMS senior, Kyron Saunders, was named "2023 Kansas Governor's Scholar".
- 18 KAMS/AMS students took part in the 2023 KAMS/AMS Spring Break Trip to the Colorado Springs and Denver area. The trip was led by Director Will Burns and provided many opportunities for students to experience local history, culture, geography, etc.
- KAMS Senior, Anniston Anderson, helped to create and run the first annual, "Arc Cornhole Tournament" in early April. The event was well attended and helped raise funds and recognition for individuals with physical and intellectual disabilities within Hays and surrounding communities.
- KAMS juniors, Tuley Gilliland and Hazel Frans, were selected as Fort Hays State University 2023-24 VIP Ambassadors.
- KAMS seniors, Kadrian Ayarza and Ryan Swafford were awarded 1<sup>st</sup> place in the Undergraduate: Empirical Poster Presentation category during FHSU's SACAD 2023.
- Numerous KAMS/AMS students participated in creating and racing in several Kansas Electro Rally car races in the spring of 2023. KAMS/AMS participants were: Binyu "Lawrence" Yan, Lyric Yost, Lawson Ricke, Kyle Wasinger, and Brandt Hagen. Professor Joe Chretien was the coach and research mentor for the team.
- KAMS juniors, Hazel Frans, was selected as a KC Scholar winner. This is a scholarship worth \$50,000 to use after she completes KAMS as a senior.
- KAMS Senior, Anniston Anderson and Director Will Burns were featured on KWCH (CBS Wichita news station), highlighting the KAMS program.
- Over 30 students participated in the 4<sup>th</sup> annual



KAMS/AMS Prom in late April.

- KAMS Seniors (Quinton Shepard, Gideon Fox, Dayne Locke, and Kyron Saunders) attended a rocketry event in Blue Harbor Resort, Sheboygan, WI. Dr. Paul Adams was the lead research mentor and coach with this project.
- KAMS Senior, Kadrian Ayarza earned a full ride scholarship to Wichita State University, called the "Shocker Promise Scholarship".

### **FHSU Online & Military Connected Student Services**

- ❖ **Goal:** Expand military credit articulations

**Status:** Ongoing. This is an evolving goal as we add articulations for major and course-specific credit. When a joint services transcript is received, it is evaluated, and new transfer credit rules are applied in Workday.

### **Health and Wellness Services**

- ❖ **Goal** Develop programming to promote healthy behaviors on our campus.

**Status:** We offered a number of programs to campus, including:

- Be Well Outreach events - mental health activities and displays
- Mental health first aid training - Managing and understanding mental health issues
- Added additional modules to Tiger Thrive online mental health programming
- Offered 6 flu shot clinics to students, staff, and faculty
- Offered AED education training to students, faculty, and staff

### **Memorial Union**

- ❖ **Goal** Student Employee Secret Shopper Pilot Program

**Status:** Anonymous customers who frequent the MU Admin office, Student Service Center, or Victor E Apparel & Gift Co. were asked to assess the student employee's customer service skills upon which they are trained. The goal is for the student employee to be unaware they are being assessed to gauge their performance and any needs for retraining. Students found the secret shopper assessment helpful in review of their performances on the job during unsuspecting moments. It helped them be more aware of their customer service skills while on the job. The students thought this assessment and feedback would be most helpful during mid-semester. Most of the students were unaware of their secret shopper. Planning with the secret shoppers in the future will be more intentional to make sure all student employees are shopped in a timely manner. A more diverse group of secret shoppers will be recruited as well. Try to get a larger variety of secret shoppers. Information from this year's program will be used to improve student employee training for next academic year.

## Residential Life

- ❖ **Goal:** Develop a structured training for student staff before students arrive and monthly training sessions to continue to enhance their learning.  
**Status:** Our Community Assistants (CAs) went through 11 days of training that incorporated important aspects of their position to be successful. During training CAs were able to identify goals for what they wanted the semester to look like, understand the importance of community building, pick up on signs of students in distress, etc. Each semester, our professional staff put on an CA in-service. These in-services focused on professional growth opportunities and critical issues such as resume development, oppression and cultural differences, mental health, and sexual assault.
  
- ❖ **Goal:** Enhance the overall GPA of our residents and promote a healthy learning environment.  
**Status:** Our Community Assistants hosted several Community hour sessions throughout the year - scheduled times working in a common space on their studies or to create community. The Community Assistants would offer advice on schoolwork, social activities or everyday questions.
  - Collectively, 1,075 community hours were held in our communities. This promotes healthy role modeling and encourages comfortable working atmospheres.
  - The average GPA for Student Staff of Residential Life was 3.31.

## Retention & Persistence

Strategy	Success Metric	Process/Outcome Metric	Department	Reporting Notes
Early Tiger Alert	Retention of Flagged students and ETA communication process	Track the students who are flagged in Starfish & Students who have communicated and interacted with the ETA. Analyze the students Retention.	Retention & Persistence	Reports are run on the 20 <sup>th</sup> day of the semester
December 2022 Update				
Fall 2022 we had 197 Flagged students. We will look at retention numbers 20 <sup>th</sup> day for the Spring 2022 semester.				
May 2023 Update				
From the Fall 2021 semester, 197 students were flagged. We Retained 44% and did not retain 45% of the flagged students.				

In Spring 2023, we had 78 flags manually submitted. We will calculate the retention number for the flagged students after 20<sup>th</sup> day in the Fall 2023 semester.

\*The number of Flagged students is down considerably. Blackboard Analytics was utilized this year for an Early Tiger Alert tool. However, it was difficult to get the correct reports and to get access to the system. Fall 2020, we had 1,458 total flags 70% retained 30% not retained. In spring 2021, we had 1138 flags. 66% retained, 33% not retained. Past semesters since Fall of 2018 are shown below.

Semester	Year	# Flags	Retained	Not Retained	Graduated	Technology Tool	% Responded	Dropped Class(es)
Spring	2023	78	Calculated S2023			Blackboard Analytics	53%	11
Fall	2022	197	44%	52%	2%	Blackboard Analytics	37%	10
Spring	2022	154	49%	39%	1%		54%	12
Fall	2021	226	52%	45%	0%		51%	6
Spring	2021	1138	66%	33%	4%	STARFISH	23%	12
Fall	2020	1174	69%	28%	3%	STARFISH	16%	32
Spring	2020	867	58%	35%	5%	STARFISH	13%	0
Fall	2019	1019	71%	27%	1%	STARFISH	16%	14
Spring	2019	846	62%	34%	3%	STARFISH	18%	17
Fall	2018	1110	70%	29%	1.1%	STARFISH	14%	0

Online Tutoring	Number of students utilizing the service	Outcome Metric %-retention of each level	Retention & Persistence	Report pulled at the end of the semester. Retention will be calculated after 20 <sup>th</sup> day the following semester.
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December 2022 Update

Fall 2022 197 students utilized online tutoring with 37% of students responding to the Early Tiger Alert teams' emails and/or calls. Of the students contacted, 44% were retained to the next semester.

May 2023 Update

Fall 2022 and Spring 2023 Smarthinking.com was utilized for online tutoring. Spring 2023, Smarthinking minutes usage was down by approximately 50% from past spring semesters. However, we had 21 fewer students utilizing the system. Hopefully, this is due to students needing fewer tutoring hours this semester. Students that utilized Smarthinking during the Fall semester retained 78% to the next semester and 7% graduated. The Spring 2023 retention data will be calculated in Fall 2023 after 20<sup>th</sup> day. Data and subject usage for Smarthinking can be located below.

During the Spring 2023 semester, an online tutoring committee was formed to look at new tutoring platforms to replace Smarthinking since they are leaving the tutoring space. Three tutoring platforms were selected and demoed. After a bid proposal and recommendations from the committee, a contract was signed with Brainfuse. Integration of the new tutoring platform and tools is starting May 23<sup>rd</sup>. The new company integration must be set up by August 1, 2023 for the Fall 2023 semester.

Semester/Year	# Students	%online	%on-campus	Total Minutes	Total Sessions	Survey Response Rate	Would you recommend Smarthinking to a friend?	Retained	Not Retained	Graduated
S2023	101	96%	4%	9551	304	30%	90%			
F2022	129	90%	10%	14448	415	32%	96%	78%	16%	7%
U 2022	26	96%	4%	1765	42	14%	80%			
S 2022	122	95%	5%	18,158	513	23%	93%			
F 2021	137	79.00%	17.50%	19273	581	38%	91%			
U 2021	45	82%	18%	3558	99	45%	98%			
S 2021	155	80%	18%	19335	571	44%	86%			

F 2020	217	76%%	18%%	20878	558	28%	95%
U 2020	62	79%	19%	6282	185	23%	88%
S 2020	176	82%	12%	27623	812	31%	94%

### Student Engagement

❖ **Goal:** To continue to create programs and initiative centered on growth for our students' development. Some of those include; growth in their understanding of social justice, 7 areas of wellness: physical, social, mental, occupational, financial, environmental, and spiritual , self-care, leadership, etc.

**Status:** Ongoing.

## Commitment 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.

### Early College Programs

- ❖ **Goal:** Early College Programs will use evidence-based decision making (through the use of data) to continually assess and enhance the student experience in both the Kansas Academy of Mathematics & Science and the Academy of Mathematics & Science.

#### **Status:**

- Each year, KAMS/AMS hires the Docking Institute to provide current seniors and parents an anonymous survey/evaluation. This is a rather large document that is saved within the KAMS drive. It provides a wealth of information and data about the program and many changes in the program have occurred due to the results of this survey/evaluation. Results of the survey/evaluation were provided in early June of 2023. Director Will Burns has provided the Docking Institute results to Dr. Dennis King.
- In addition to the Docking Institute survey/evaluation, we typically provide informal surveys to students about their experience in our program. These surveys focus on academic support, mental health support, direct KAMS/AMS staff support, residential life quality, and various other topics to help gain insight to what issues/barriers students may be facing. This information is then used to guide decisions about KAMS and AMS, in hopes of creating an even better overall experience for our students, parents, faculty, and staff that we work with on a daily basis.

### FHSU Online & Military-Connected Student Services

- ❖ **Goal:** Achieve 50% response rate for no-show survey

**Status:** Modified and ongoing. Through a no-show survey text message campaign following the 20th day of each semester, we will analyze why applicants and admitted students do not enroll at FHSU Online. New approaches will be identified and adopted to increase the yield rate.

- ❖ **Goal:** Achieve 25% response rate for Priorities Survey for Online Learners (PSOL)

**Status:** New goal. Survey is administered each spring. In the spring of 2023,

the survey was reformed, and data is now separated by college. We commit to acting on findings, sharing reports with the appropriate stakeholders, and leading university-wide change for a better online student experience at FHSU.

### **Health and Wellness Services**

- ❖ **Goal** Develop an online satisfaction survey to understand the FHSU communities experience with Health and Wellness Services.  
**Status:** Designed and completed the survey in the spring. We are using the results to improve our client interactions. This will be an annual survey.

### **Residential Life**

- ❖ **Goal:** Successfully complete a variety of assessments in Residential Life for our students, student staff, and professional staff.  
**Status:**
  - TigerLink- Our Resident Assistants used TigerLink this past year to assess their programs. Some of the data found in TigerLink includes the number of programs put on (planned & TOM), attendance, cost, and benefit of each program.
  - This year we continued a Baseline survey that is sent to all residents annually. The results we gather from this provide insights and student opinions on maintenance, custodial services, student staff, University Police, Chartwells, Community Directors, and much more. Also included on survey on Residential Life amenities which was separate from our overall survey.
  - Internally perform assessments including exit interviews for our graduate students, CA talks each semester to hear ideas and issues from our student staff, and satisfaction surveys for student staff training, and professional staff training. Data collected from these tools will be used to help the department improve what we do and shape training for both student staff and professional staff. This will also ensure we offer valuable experiences for our graduate students.

## 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.

### Early College Programs

- ❖ **Goal:** ECP will provide KAMS and AMS students with numerous civic engagement opportunities.

**Status:**

- This past year, ECP staff offered students various civic engagement opportunities. Numerous students participated in the "Big Event". In addition, many students were civically engaged through Custer Hall Council, Black Student Union, and other various clubs and organizations from our department and across campus.
- We are regularly encouraging our students to participate in Tiger's-in-Service and other volunteer projects taking place here on campus and in the community of Hays. Much of this is done through publicizing events at large group gathering or through individual advising sessions. Volunteerism and civic engagement is something we hope to continue to grow within the program.

### FHSU Online & Military-Connected Student Services

- ❖ **Goal:** Complete Memorial Union military initiatives

**Status:** A rededication of the Memorial Union is in progress. The current plaque is to be updated and a digital memorial will be installed.

### Health and Wellness Services

- ❖ **Goal** Help manage the financial needs of our students

**Status:** We continue to oversee the Student Emergency Fund in conjunction with SGA. This fund allows faculty and staff to refer students who need additional support due to financial or family emergency situations.

### Residential Life

- ❖ **Goal:** Provide meaningful opportunities for civic and community engagement in the community they live, the broader University community and the community of Hays.
- ❖ **Status:** Community Directors (CD) offer at least one program for the entire community each semester, Hall Councils (student lead) are encouraged to offer at least two programs a semester and Community Assistants are all required to plan and host at least seven programs per semester.
  - Hosted 252 programs with 4,347 total attendees.



- 94% of students who attended a program were satisfied or very satisfied with the organization of programming and activities by their Community Assistant.
- 92% of students who attended a program reported being satisfied or very satisfied with the quality of the programs offered.
  - Both of these have increased by more than 15%.

One component of the Community Assistant programming is Tigers on the Move (TOM) programming where CAs support programming and events happening all over campus by organizing groups of students to travel and attend these events together.

- Hosted 113 TOM programs with 716 students attending.

In support of the Hays community, Residential Life hosts a Mystery Bus in the Fall semester where students can sign up to go to an evening event at a local business.

### **Student Engagement**

- ❖ **Goal:** To continue to assess the number of students that are involved in student organizations.  
**Status:** Ongoing, we will assess this every semester moving forward. We have seen a great growth in the number of students involved in student organizations since last year and are looking forward to increasing this number by another 10%+ this year.
  
- ❖ **Goal:** To continue to assess the effectiveness of our programs and initiatives.  
**Status:** Ongoing, we will assess this semesterly by sending a survey to students about their satisfaction of events/initiatives. As well as do a return-on-investment analysis for each of our events and initiatives. Over the past year we identified that some of our newest events such as Smash and Bash, and Small Business Market had the greatest ROI. We are excited to continue to develop programs such as these to create a significant impact and conserve resources.

## 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.

### Early College Programs

- ❖ **Goal:** Engage and encourage involvement in activities/programs/experiences that develop cultural competency.

**Status:**

- Early College Program Staff traveled to the country of Georgia in fall of 2022 and spring of 2023. While there, staff members met with parents and students to discuss opportunities provided by attending the AMS program. In addition to meeting prospective students and families, ECP staff were able to tour local Georgian high schools to learn more about culture, history, and current happenings within the country.
- AMS staff provided a handful summer meetings with rising juniors and seniors from China and South Korea. These sessions were to help familiarize students with processes and life here at FHSU, discuss KAMS/AMS classes, etc.
- In spring of 23, we provided a cultural and historical trip that focused on the geographic locations of Colorado Spring, CO and Denver, CO. A total of 16 KAMS and AMS students participated in the spring break trip.
- Lastly, we had numerous international students participate in on-campus activities events aimed at increasing cultural awareness of student demographics found here at FHSU. For example, a handful of students participated in the Chinese Lunar New Year Celebration put on by ISSO.

### Health and Wellness Services

- ❖ **Goal** Develop resources that help improve the health of our international students.

**Status:** Offered education to our international student population on accessing mental health services. We also attend the international student orientation to provide information on staying healthy throughout the year.

### Residential Life

- ❖ **Goal:** Intentionally create and foster partnerships with other departments to offer opportunities for on-campus residents to increase their acceptance and understanding of other students and cultures.

**Status:** During training for both our professional staff and Community Assistants we welcomed members of other departments to increase awareness and knowledge of diversity and inclusion. Some of our presenters included:

- Carol Solko-Olliff from International Student Services

- CA's learn tips and tricks when interacting with our international students for the first time here at FHSU.
- Gina Smith from Health & Wellness presented on how to have difficult conversations with our student staff.
  - From the CA survey results over 86% of our student staff felt prepared to talk with students about difficult conversations.
- Representatives from Health & Wellness presented on the services offered by their office, and common issues that students reach out to them for assistance.
  - From pro-staff survey, 7 out of 7 staff members felt this presentation prepared them for the semester.
- Dr. Teresa Clouch from Student Affairs – Diversity & Inclusion
  - From the student staff survey, 98% of CA's felt prepared following the Diversity & Inclusion presentation.

### **Student Engagement**

- ❖ **Goal:** Create programs that are inviting for all of our student population that also provides information and activities about social justice issues and diversity.  
**Status:** Ongoing, working toward hiring a new AD of diversity to support this goal.
- ❖ **Goal:** Continue to diversify our staff by hiring students and staff from various backgrounds, walks of life, who have different viewpoints that can relate to our student body.  
**Status:** Ongoing, we have continued to hire students who are very diverse which has created a more well-rounded environment on our team.

## 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.

### Early College Programs

- ❖ **Goal:** Establish and maintain multiple cross-divisional and cross-campus partnerships for the benefit of our students and department.

#### **Status:**

- In conjunction with the Student Success Center, Early College Programs continues to support a full-time mental health counselor focused on the well-being of our students. This position is housed in Custer Hall for easy access and visibility. Having said this, we are in the process of moving our full-time mental health counselor back over to the student success center. Having this position's office here in Custer Hall did provide our students with quick access, but also created quite a bit of issues when it comes to student confidentiality, due to how the office (and subsequent waiting area for clients) is arranged. Moving this position's office back to the student success center will provide students with more confidentiality and anonymity, which is something that will hopefully increase students seeking out support of a counselor.
- Working with FHSU faculty members from numerous and varying academic departments across campus, we created opportunities for faculty members to present research information to our juniors during our fall Junior Research Seminar course.
- Working with the Werth College of Science, Technology, and Mathematics, KAMS/AMS partially supports a faculty position that teaches Early College Program students the foundations of academic research. This position also serves as a guide and coach to students as they explore research opportunities at FHSU.
- Annually, ECP works closely with the FHSU International Student Services Office to ensure that our AMS students receive the correct and legal documentation needed to enter the United States. ISSO and ECP staff also collaborate throughout the year to put on a variety of cultural activities.
- The Office of Global Partnerships provided great collaboration in early fall of 2022 and the spring of 2023, when their office personnel connected ECP with staff members from Lincoln Management Consultants, which is a Taiwanese agency.
- As mentioned above, our partnership with local high school, TMP-M continues to be strong and advantageous for both parties involved. In the past few years, the partnership has primarily focused on the housing of AMS at FHSU student transcripts. This past year, we expanded our

partnership with

- TMP-M High School, by allowing qualified TMP-M international students to live in Custer Hall, here on campus. Although there are always areas that can be improved, the first year of the “Custer Hall TMP Boarding Program” was a success. All parties involved will continue to fine-tune and improve the TMP boarding processes and overall experience for students who participate.

## **Health and Wellness Services**

- ❖ **Goal** Develop partnerships with both on campus and community resources that help improve the health of our students.

**Status:** Worked with community partners to form more efficient partner/student interactions. Allowing our community partners and students to better understand how to work with one another.

## **Memorial Union**

- ❖ **Goal** GradFest

**Status:** The Memorial Union and Victor E Apparel & Gift Co took over planning of GradFest from Alumni this Spring. Planning entailed finding sponsors and allocating sponsor funds to budget for the event. Departments that were found to be beneficial for the graduating students were invited to table at the event. Regalia pickup, Class of 2023 shirts and graduation announcements were available for purchase during the event. Career Services and Alumni collaborated on their information forms for students to fill out to be entered in the prize drawings. Around 90 graduates attended the event, all departments seemed pleased. Planning for the future GradFests, graduates will have to wait until GradFest for the first opportunity to pick up their regalia to encourage higher attendance.

## **Memorial Union**

- ❖ **Goal** Memorial Plaque Rededication

**Status:** The Memorial Union is collaborating with past leadership, Student Affairs, and FHSU Online (military services) to update and rededicate the memorial plaque for which the Union is named. The 35th anniversary of the dedication of the current plaque is coming up in fall 2023. Unfortunately, there are 2 names to be added to the plaque. Given the anniversary and the updates needed, plans are underway for a rededication ceremony in November 2023. This will include moving the updated plaque to a new location for more visibility in the Union. Applied Technology will be creating a new frame and display board for the names on the plaque. The Center for New Media Studies will be developing a touchscreen display to be placed in the plaque's current location

that will allow us to highlight other military memorials on campus and to better tell the story of our fallen Tigers.

### **Residential Life**

- ❖ **Goal:** Community Assistants will encourage residents to attend campus partners' programs.

**Status:**

- ❖ Community Assistants provided opportunities to travel together to over 100 campus programs.
  - Over 716 students participated in these programs. Campus partner programs that we supported were: Student engagement, Greek life, BSU, Library, GSA, Career Services, Health Center, Wellness Center, and downtown hays.
- ❖ **Goal:** Work with a variety of off campus vendors to provide additional services and opportunities to our residents.

**Status:**

- OCM- Mail out brochures to our students offering, for purchase, bedding and linen packages specific to our bed size.
- SWAKU - Mail out brochures to parents offering a variety of care packages that can be purchased for their students to be delivered throughout the year.
- SWANK - This is our streaming movie channel that our on-campus residents have the opportunity to use. There are over 600 movies on this channel. Our students utilize this streaming service at more than double the rates of other schools that are comparable in size.
- Caldwell & Gregory - maintains the Residential Life laundry facilities. Once an issue is reported a work order is submitted.

### **Student Engagement**

- ❖ **Goal:** Continue to increase partnerships with other departments and student organizations when creating and facilitating events.

**Status:** This past year we partnered with an organization, and/or department on almost every single event, we look forward to continuing to find ways to partner and create successful events this year.

### **Student Engagement**

- ❖ **Goal:** Continue to create the Collaborative Engagement Events calendar in partnership with student affairs offices across campus.

**Status:** This past year we had a fall and spring calendar created that went out. This coming semester we will have another fall calendar and look forward to the great success of this initiative.

## 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.

### Early College Programs

- ❖ **Goal:** Early College Programs staff members will be required to attend at least one professional development activity/conference every three years. Certain staff members, including the Director and Assistant Directors, are encouraged to attend at least one professional development activity a year in order to be current in their field. This is an ongoing departmental goal from year-to-year, as it helps enhance the knowledge and skills to make our work more efficient and sustainable.

**Status:** As noted in Campus Labs, all ECP staff members participated in some form of professional development during the 2021-2022 academic year. Please refer to Campus Labs for specific details about sessions, conferences, etc. attended this past year.

### FHSU Online & Military-Connected Student Services

- ❖ **Goal:** Hold two team professional development days each calendar year
- Status:** New goal. Plan to be held in June and December of each year. Dr. Robert Lloyd to lead June 2023 session.

### FHSU Online & Military-Connected Student Services

- ❖ **Goal:** Each professional staff member to attend at least one professional development conference every calendar year
- Status:** Modified and ongoing. Professional staff are expected to research relevant opportunities (in-person and virtual) and share findings and ideas with the team upon returning.

### Health and Wellness Services

- ❖ **Goal:** Develop information and presentations about health-related topics that are available to both past and present students as well as community members.
- Status:** Health and Wellness Services hosted programs and informational sessions for students, faculty, staff, and community members throughout the year. These sessions reached over 3,200 individuals.

### Residential Life

- ❖ **Goal:** Professional staff are encouraged to attend professional development opportunities.
- Status:**

- This past academic year 5 professional Staff members attended the Upper Midwest Region (UMR) in Fargo, North Dakota.
- 1 Professional Staff member attended the StarRez annual conference in San Diego, California.
- 1 Professional Staff member attended the NASPA conference in Chicago, Illinois.
- The Professional Growth committee provided a bi-weekly discussion article during Professional Staff meetings to discuss and provide a form of professional development.

❖ **Goal:** Recruiting for our student staff positions.

**Status:** this past year we had over 75 applications for our Community Assistant positions for the Fall of 2023. We have 30 out of 36 Community Assistants apply and be hired to come back for Fall 2023.

### **Student Engagement**

❖ **Goal:** Our staff and student staff will continue to attend seminars and conferences to improve our skills.

**Status:** Our professional staff each attended conferences this past year to continue to grow and learn about our profession. We also take time as a team to look at best practices, what events have been successful at other universities and ways we can cultivate an environment of constant growth.



## 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.

### Early College Programs

- ❖ **Goal:** ECP staff will research, evaluate, and utilize technologies that help in accomplishing our departmental and university goals.  
**Status:** ECP staff regularly utilizes a variety of technologies that helps increase departmental efficiencies. For example, Zoom, Skype, WeChat, Microsoft Teams, Workday, WhatsApp, and many other online and social media platforms were utilized this past year. All of these technologies played a role in recruitment, marketing, retention, financial aid, advising, communication, and student support.

### FHSU Online & Military-Connected Student Services

- ❖ **Goal:** Finish Workday/HubSpot integration  
**Status:** New goal. Project has been delayed for years, but recently revived. Regularly working with FHSU Tech Services, HubSpot Customer Success, and University Marketing to optimize HubSpot in preparation for a two-way integration to increase marketing and recruitment efficiencies and ultimately provide a better, more streamlined prospective student experience.

### Health and Wellness Services

- ❖ **Goal** Develop at least one process that improves ways to use technology to improve the delivery of Health and Wellness Services.  
**Status:** Completed the transition to Point and Click, a new electronic health records system. This system makes it easier for students to check-in and be seen for appointments. It also provides students with a reminder of their upcoming appointment.

### Memorial Union

- ❖ **Goal** Evaluation and Reprioritization of Facility Duties  
**Status:** The Facilities Team had to reevaluate which tasks were needed daily versus weekly, which tasks could be combined, and who should complete tasks. This was reviewed constantly, and changes were made almost weekly based on events/needs in the buildings. Throughout the semester, recruitment efforts continued while focusing on reimagining the duties to be more efficient

happened at the same time. Approval for a second custodian position was received and recruitment is ongoing for that position. Some duties previously completed by full-time staff were shifted to student duties to allow for more detailed focus by full-time staff in other areas.

### **Memorial Union**

#### ❖ **Goal Point of Sale RFP**

**Status:** A committee consisting of Memorial Union staff, Student Fiscal staff, Technology Services staff and the Purchasing Office was established to pursue bids for a Victor E. Apparel & Gift Co. point of sale vendor. The goal of the RFP was to find a vendor to provide a point of sale product that would produce advanced reporting, drop ship/customization options, eCommerce solutions, and overall great register interfaces. The point of sale RFP took two rounds to find the right vendor. The first round only one vendor. Since we only received one bid we opted to reopen the RFP process for a second round. We found a few more vendors that were interested in participating in the RFP process and the details were shared with them when the RFP was opened for the second round. The results of the second RFP round resulted in increased bids. Vendors answered follow up questions and presented to the committee. A point of sale vendor was awarded the contract as they were able to meet all of the specifications in the RFP. The contract is in process, but we anticipate the transition being completed before the start of the Fall 2023 semester, if that is not possible, the final transition will take place mid-October.

### **Memorial Union**

#### ❖ **Goal ATM Vendor**

**Status:** The Memorial Union worked with the campus purchasing department to complete a request for quote process to find a new ATM vendor to contract with for services in the Union. After researching fees, speaking with local experts, and providing further questions to vendors, a contract is in process with a new vendor. The ATM should be placed in the Union in early July 2023.

### **Residential Life**

#### ❖ **Goal:** Committed to improving the dissemination of information, security, and efficiencies through the use of innovative technology.

##### **Status:**

- Bi-weekly newsletter to help communicate upcoming events and changes within the department and individual buildings.
- Enhanced our Social Media committee to better utilize social media apps and postings to inform students of upcoming deadlines, events, and program opportunities.
- Summer Newsletter series that is targeted to new incoming students with information about living on campus, how to get involved, and move-in.

## **Student Engagement**

❖ **Goal:** To continue to refine and reinvent the way we create programs and initiatives in order to be fiscally responsible.

**Status:** We refined many programs and initiatives over the past year, tried new things, and celebrated many victories.

**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

**Sample:** (list under applicable Learning Outcomes below)

**Department Name**

- ❖ **Learning Outcome** (state the Learning Outcome)

**Status:** (Detail the status of the Learning Outcome)

**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.

**Career Services**

Demonstrate interpersonal communication and collaborative skills.				
Strategy #1	Success Metric	Process/Outcome Metric	Department	Reporting Notes
Career Ready Competency: Oral Communication	Mock Interview Participation	Process Metric- Track number of student participants in f2f and online mock interview events	Career Services	Student Participation reports pulled from Handshake each semester
	Mock Interview Rubric Results	Outcome Metric- 3-year comparison of rubric outcomes (longitudinal study)	Career Services	Reports will be pulled at the end of each academic year from Aeifs

December 2022 Update  
 43 Students participated in Fall 2022 mock interviews  
 Fall semester mock interview data analysis of 43 students indicated a mean (average) mock interview score of 199 out of 240 (83% out of 100%); a median score (middle value) of 205 out of 240 (85% out of 100%); and a mode score (most repeated) of 230 out of 240. (96% out of 100%).

May 2023 Update  
 22 students participated in spring mock interviews. Rubric data for these students indicated a mean mock interview score of 205 out of 240 (85% out of 100%); a median score of 208 out of 240 (87% out of 100%); and a mode score of 230 (96%).

Strategy #2	Success Metric	Process/Outcome Metric	Department	Reporting Notes
Career Ready Competency: Written Communication	Resume Review Participation	Process Metric- Track number of student resume review participants	Career Services	Student Participation reports pulled from Handshake each semester
	Resume Review Rubric Results	Outcome Metric- 3-year comparison of rubric outcomes (longitudinal study)	Career Services	Reports will be pulled at the end of each academic year from Aeifs

December 2022 Update  
 Career Services assisted 146 students with resume reviews. Analyzing resume rubric data of 146 students indicated a mean (average) resume rubric score of 138 out of 180 (77% out of 100%); a median score (middle value) of 140 out of 180 (78% out of 100%); and a mode score (most repeated) of 140 out of 180. (78% out of 100%).

May 2023 Update  
 204 student resume reviews were conducted with a mean resume rubric score of 139 out of 180 (77%); a median score of 140 out of 180 (78%) and a mode score of 150 out of 180 (83%).

### Health and Wellness Services

- ❖ **Learning Outcome:** Provide at least one outreach activity focused on improving intrapersonal development.  
**Status:** Continued to offer Tigers Without Limits, a support group for Tigers who identify as neurodivergent, Circles of Support, a collaboration with FHSU Online to offer virtual support groups for online students, and Yoga & Mindfulness. ECP also hosted outreach sessions with their Weekly Wellness Activities.

### Memorial Union

- ❖ **Learning Outcome** After completing onboarding activities, Building Managers will submit time off requests two weeks in advance by noon on Tuesday of that week in When to Work.

**Status:** All Building Managers submitted time off shifts by the deadline when events were known.

### Memorial Union

- ❖ **Learning Outcome** After completing onboarding activities, Custodial/Set Up student employees will understand which supervisor (immediately supervisor, Building Manager, Assistant Director, Director or on call) should be contacted.  
**Status:** This was assessed by monitoring contact with supervisors throughout the semester. All but one of the fifteen Custodial/Set Up student employees complied with the hierarchy of contact. Information is presented at training, posted in the custodial cove, students are encouraged to take a picture of the information, so they have it on their phone, and students are redirected when the correct person is not contacted. Training and communication will continue in the current format.

### Memorial Union

- ❖ **Learning Outcome** After completing training, Custodial/Set Up student employees will be able to correctly follow protocols for requesting time off.  
**Status:** Custodial/Set-Up student employees submit time off requests in When to Work at least the week before prior to schedule being posted. If a schedule has been posted, Custodial/Set Up student employees will work with their supervisors to find coverage for their shifts. This was assessed by observation of requests during the semester. Of the 15 Custodial/Set student employees, three would consistently submit time off the day before or day of events even for preplanned events. There were several retraining opportunities presenting a variety of methods including verbal reminder, written notice of expectations, explanations of why submitting in advance is an important skill, and denial of time off request without another peer to fill vacancy. International students seem to struggle more with timely time off requests. We have noted that usually international students will wait until day before or day of to talk to a supervisor regarding planned or unplanned time off. We have reached out to ISS office for advice on how to best communicate expectations regarding deadline for time off requests.

### Residential Life

- ❖ **Learning Outcome:** As a result of participating in student staff training for our Residential Life employees, student will be able to explain our conduct sanctioning, purpose of Residential Life, campus resources, and other aspects of their job.  
**Status:**
  - All student staff were able to identify 2 aspects they learned through training.
  - Our Community Assistants felt prepared for Move-in during this school year after Community Assistant training. 98% of our Community Assistants said that they were prepared for move-in after going through training.

- ❖ **Learning Outcome:** By sending out newsletters to our students, they will have a better understanding of what activities are occurring around campus and will be more aware of cultural differences.

**Status:**

- ❖ Our Professional Staff sent newsletters to students about campus resources and upcoming events. Residential Life had over 700 residents attend events that campus partners hosted through our Tigers on the Move (TOM) programs.

### **Student Engagement**

- ❖ **Learning Outcome:** Create programs that include activities that involve teamwork and utilizes communications skills.

**Status:** Ongoing

### **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.

### **Health and Wellness Services**

- ❖ **Learning Outcome:** Provide at least one outreach activity focused on improving intellectual development about a health-related topic.

**Status:** Dr. Curtis gave a heart healthy presentation that focused on basic cardiac care, as well as encouraging healthy habits.

### **Memorial Union**

- ❖ **Learning Outcome:** After completing onboarding activities, Building Managers will be able to find and complete building closing procedures.

**Status:** This was assessed by observing Building Managers completing tasks without a guide. Building Managers who completed a walk through prior to closing accomplished this task with less mistakes than Building Managers who only read the guide in advance of closing. In the future, a walkthrough by a trainer who understands closing procedures will be a part of training for new Building Managers.

### **Memorial Union**

- ❖ **Learning Outcome** Building Manager will pass each phase of assessment with a 90% or better score on review of section materials. There are currently 5 phases to be completed.

**Status:** All three building managers scored 100% on the first phase; all three scored an 88 on the second phase; third phase was incomplete for all three due to availability to complete phase three (set training) in a timely manner; all three scored 100% on phases four and prephase after initial onboarding. New Building Managers struggle to have availability to complete phase III (set training) in a timely manner. Moving forward this will be spread into three different phases to allow more flexibility in hours and scheduling. Phase two will also be adjusted as all Building Managers missed the same question.

### **Memorial Union**

- ❖ **Learning Outcome** Building Manager will be able to find and complete building opening procedures.

**Status:** This was assessed by ability to recall information without using a guide. Building Managers who completed a walk through prior to opening accomplished this task with less mistakes than Building Managers who only read the guide first. In the future, a walkthrough by a trainer on opening procedures will be a part of training for new Building Managers.

### **Memorial Union**

- ❖ **Learning Outcome** Building Manager will be able to identify which spaces are used for events, storage, and tenant spaces in the Memorial Union and Fischli Wills Center for Student Success.

**Status:** This was assessed by observing daily work task completion. During observation rounds and calls to on call person, it was noted that all three new Building Managers struggled with spaces which were not used daily for set up needs (example: MU lower level table storage or FWCSS Welcome Center chair rack storage). Training on building layout and storage spaces will be expanded in future years.

### **Memorial Union**

- ❖ **Learning Outcome** After completing training, Custodial/Set Up student employees will be able to identify details of each job task.

**Status:** Job tasks sheets have been created and posted in Mondo's cove (MU) and 2nd floor cove (FWCSS) with labeled job tasks and details of each task. Student employees are expected to review the list prior to beginning assigned tasks each day. Assessment for this will be adjusted for the future as the follow up for this proved to be difficult due to scheduling.

### **Memorial Union**

- ❖ **Learning Outcome** Student employees demonstrate their job training knowledge while interacting with secret shoppers assessing them.

**Status:** Student employees learned of their customer service performance during in person interactions with anonymous shoppers. They were assessed on the following: greetings, wearing name tag, work area clean and tidy, distracted by



technology and if they provided the information or services requested by the secret shopper. All of the students passed the assessment but some notes were made of areas that needed revisiting based on the feedback. These areas included: greeting the customer upon arrival, making sure to wear their name tag and avoiding being distracted by technology. Student training going forward with the use of this assessment will focus on the importance of customer service. Explaining the necessary reasoning for greeting a customer upon arrival, having your name tag on and not being distracted by technology while interacting with customers will be stressed during student training as some of the students struggled in these areas.

### **Memorial Union**

- ❖ **Learning Outcome** By participating in onboarding and training student employees will be proficient in completing duties in Victor E. Apparel & Gift Co.  
**Status:** Three returning student employees were assessed on their training knowledge at the beginning of the Fall semester and 3 new students were assessed shortly after their training was complete. Returning student employees had no issues with displaying their trained skills, new employees needed a few retraining pieces on the register side. Four returning student employees were assessed at the beginning of the Spring semester and 2 new student employees were assessed when hired. All the students were able to demonstrate their learned skills by hands on interactions with customers while being assessed by either the store manager or student manager. The skills learned focused on customer interactions from greeting at the door, assisting with item selections, wrapping up at the registers and phone etiquette. Student employee training for new employees is typically completed within a few shifts. I found that it was best to give the new students a couple weeks of getting comfortable in their role before assessing them, too early and they are still a little unsure and nervous. Returning employees seem to do fine with a short verbal refresher on the main training topics and forewarning of upcoming assessments.

### **Residential Life**

- ❖ **Learning Outcome:** As result of participating in Professional Staff training, our full-time staff will have the knowledge to help them fulfill their position duties.  
**Status:** Professional training for our full-time staff encompasses 12-days with the goal of teaching them job fundamentals, including, advising, crisis management, and conduct management among other skills.
- ❖ **Learning Outcome:** As a result of our Community Assistant participating in behind closed doors (a training session to prepare for crisis, involving both emotional, & physical situations) they will be able to appropriately address on call situations.  
**Status:** 98% of our CA's felt prepared to address on call situations.

## Student Engagement

- ❖ **Learning Outcome:** Create programs and initiatives that allows students to be creative, challenge their critical thinking, and problem-solving skills.  
**Status:** Ongoing

## 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.

## Health and Wellness Services

- ❖ **Learning Outcome:** Provide at least one outreach activity focused on improving intrapersonal development.  
**Status:** Health and Wellness Services has provided a variety of trainings, groups, presentations and events during this year.
  - Suicide Risk Management course.
  - Partnered with FHSU Massage Therapy on a Holistic Safe Space.
  - Performed a Healthy Minds study for the campus population to guide service delivery.

## Residential Life

- ❖ **Learning Outcome:** As a result of participating in our Community Council retreats, students will be able to utilize content in their leadership roles in the halls.  
**Status:** Community Council retreats were performed by each individual Community Director for their specific team. These retreats were the week of September 12<sup>th</sup> - 16<sup>th</sup> 2022. Students were able to learn how to run meetings, put on programs, and be a voice for their community.

## Student Engagement

- ❖ **Learning Outcome:** Most of our events involve getting students connected with one another.  
**Status:** Continue to help student's breakdown their barriers and help them connect with their peers.

## 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.

### **Health and Wellness Services**

- ❖ **Learning Outcome:** Develop at least one process that promotes health and wellness of FHSU students and helps them gain access to resources to accomplish improved healthy behaviors.

**Status:** Sadie Spurlock added information to the Tiger Thrive Blackboard on managing your mental health while on a study abroad experience.

### **Memorial Union**

- ❖ **Learning Outcome** After completing training, Building Managers will be able to properly lift items needed for sets within the facility.

**Status:** This was assessed visually by observing individuals completing tasks. All three Building Managers were able to demonstrate proper lift techniques on commonly used items (podium, stage sections, racks of mesh chairs, mity lite tables, aluminum bound tables).

### **Memorial Union**

- ❖ **Learning Outcome** By participating in training with the campus environmental services staff, Building Managers will be able to properly clean bodily fluids accidents with proper cleaning items and safety gear.

**Status:** This will be assessed by Building Managers being able to articulate the steps in safely cleaning fluids. All three Building Managers could accurately explain the steps to proper cleaning of spaces in the event of accidents.

### **Residential Life**

- ❖ **Learning Outcome:** As a result, in participating in our health & wellness programs, students will have a better understanding of the importance of self-care.

**Status:** Residential Life has put on 20 planned programs that address the mental and/or physical health of students. Programs that were put on were: Safe Sex Goodie Bags, Alcohol Awareness, Respecting Boundaries, Meditation and Diversity, and more. These planned programs had nearly 200 students attend them.

### **Student Engagement**

- ❖ **Learning Outcome:** Partner with wellness programs to create self-care and supportive experiences.

**Status:** Ongoing

### **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.

### **Health and Wellness Services**

- ❖ **Learning Outcome:** Provide at least one outreach activity focused on improving intrapersonal development.

**Status:** Gina Smith presented on anxiety, depression, and healthy coping skills to local high school students.

### **Residential Life**

- ❖ **Learning Outcome:** As a result of living on campus, students are better able to develop positive personal interactions and interpersonal relationship skills with their roommates and community members.

**Status:**

- Residence halls offer a variety of welcoming spaces for students to interact with each other and convene as groups. These spaces include community kitchens, study rooms, community lounges and game rooms.
- Based on our Residential Life Annual Student Survey data:
  - 89% of students felt their ability to meet other people was enhanced by living on campus.
  - 92% of students felt living on campus enhanced their ability to resolve conflict.
  - 86% of students felt living on campus allowed them to make meaningful connections with other residents.

### **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.

### **Health and Wellness Services**

- ❖ **Learning Outcome:** Develop a training to better help FHSU students understand different aspects of mental health and/or stigmatized populations

**Status:** Continued Tigers Without Limits. It is a social support group for students who identify as being Neurodivergent. Those that have Autism are well suited for this group as it creates opportunities to:

- Share information about student support services at FHSU.
- Gain feedback from the group on support services on campus.

- Build environments that foster friendships.
- Be a safe space for members to share special interests.
- Expand member information on a variety of daily living skills including social skills, empathy skills, classroom etiquette, living independently, etc.

### **Residential Life**

- ❖ **Learning Outcome:** Students living on campus have the opportunity to participant in several levels of governance systems, exhibit leadership, learn about and actively participate in challenging social injustice.
- ❖ **Status:**
  - Students living on campus are provided with policies and community standards focused on creating an inclusive and fair community. Students in leadership roles are asked to enforce compliance with these policies. Additionally, all students have the opportunity to participate in community councils, and the Residence Hall Association. These groups offer opportunities to change and challenge policies and community standards.
  - A variety of programming is also hosted throughout the year to encourage students to learn about laws, issues, and social injustice as well as offering the opportunity to engage in creating change. A few of these programs include:
    - Several programs that revolved around alcohol, drugs, and laws of what happens when you get it. Educational impaired Mario cart, explaining alcohol & drug abuse, bulletin boards on consent, etc.
    - More than 10 programs around cultural differences, which ties to social injustice. Some programs include; 72 Seasons, Guess the Currency, walk and talks, and more
    - Programs also on women empowerment that talked about current issues.
      - Programs: Charm your heart, What makes a good friend, & other

### **Residential Life**

- ❖ **Learning Outcome:** Continue is encourage all student organizations to get their service hours each year and to host service events.
- Status:** Ongoing

### 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

### Health and Wellness Services

- ❖ **Learning Outcome:** Provide at least one service that is focused on diversity and engaging others with identities and/or cultures.

**Status:** Worked with SGA on a tabling event for women's health services. This event was designed to be inclusive to anyone who needs these services, including those who may not identify as women.

### Residential Life

- ❖ **Learning Outcome:** As a result, in participating in our diversity educational programs, students will have a better understanding for the respect of others.

- ❖ **Status:**

- Residential Life put on and guided residents to over 27 programs that have addressed cultural differences. These programs revolved around Hispanic Heritage month, Black history month, and other areas that tie into culture.
  - 92% of students agree that living on campus has helped their experience to interact with residents who are different from them (IE, race, gender, beliefs)
  - 92% of students say while living in the halls they have felt accepted by other students.

### Student Engagement

- ❖ **Learning Outcome:** Continue to help all student populations feel welcome to CSS and out events.

**Status:** Continue to invest in the diversity student organizations.