

SECTION: 8
DATE: December 13, 2019

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

STUDENT AFFAIRS COMMITTEE: APPROVAL OF AGENDA AND MINUTES

ACTION REQUESTED

It is recommended that the Student Affairs Committee Agenda for December 12, 2019 and the Minutes of October 24, 2019 be received and placed on file.

STAFF SUMMARY

The December 12, 2019 agenda includes a Student Leader Group presentation; a presentation on Co-curricular Planning and Assessment and its Connection to the Success and Retention of Students; and a Student Government presentation.

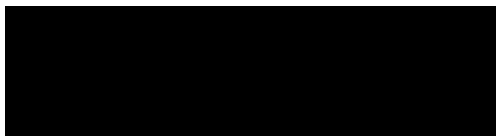
In addition, several announcements will be made.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

The proposed Board action has been reviewed and is recommended for Board approval.



11/20/19

University Executive Officer
Rhonda Longworth, Ph.D.

Date

EASTERN MICHIGAN UNIVERSITY
Board of Regents
Student Affairs Committee

December 12, 2019
4:00pm
201 Welch Hall

AGENDA

- | | |
|--|----------------------------|
| 1. Approval of agenda and October 24, 2019 minutes | Regent Beagen |
| 2. Student Leader Group presentation | Karlee Fillmore |
| 3. Co-curricular Planning and Assessment and its Connection to the Success and Retention of Students | Ellen Gold |
| 4. Student Government presentation | Hajer Abuzir & Ethan Smith |
| 5. Announcements | |

Eastern Michigan University
Board of Regents
Student Affairs Committee
Minutes of October 24, 2019

MEMBERS PRESENT

Regents: Dennis Beagen, Alexander Simpson

Administration: Steven Bryant, Ellen Gold, Lucas Langdon, Rhonda Longworth, Calvin Phillips, Peggy Trewn

Students: Katherine Bolling, Karlee Fillmore, Ethan Smith, Hajer Abuzir

GUESTS

Administration: Jeffrey Ammons, Regent Baird, Jim Carroll, Amy Ducher, Ann Eisenberg, Esther Gunel, Julia Heck, Regent Jeffries, Walter Kraft, Kevin Kucera, Geoff Larcom, Lisa Lauterbach, Morgan Mark, Mohamad Qatu, Michael Sayler, Alexander Simpson, Dr. James Smith, Michael Tew, Wade Tornquist, Regent Treder Lang, David Turner, Regent Webb, Ron Woody, Jeanette Zalba

Students: Fatwa Asher, Jordyn Lijewski

In addition, six other guests were in attendance, but they did not sign in.

Regent Beagen called the meeting to order at 2:00 pm. The agenda for the meeting, and the minutes from the meeting held on April 23, 2019, were approved.

Student Leader Group introductions

Katherine Bolling, Karlee Fillmore and Ethan Smith introduced themselves and stated the student constituency that they represent.

Student Government presentation

Student Government President Ethan Smith shared a presentation on the 2019-20 Student Government priorities. This year, Student Government plans to focus on three priorities – Expanding Direct Material Support for Students, encouraging Equitable Investment in Retention and Graduation, and Building Strong Communities.

Expanding Direct Material Support for Students includes the development of the EMU Student Emergency Fund. With the help of the Foundation, \$46,800 was raised in only 2.5 weeks. This money will be used to set up an endowed fund, which will make funds available to be awarded annually. Students facing an emergency can apply for a one-time award of up to \$750. Swoop's Pantry, the food bank on campus, has outgrown the current space in Pierce, and Swoop's staff has requested a larger space. Pantry visits have increased since Swoop's was opened, going from 9 per day in the first year to 23 per day currently. There have been days when 45 students visited the pantry to shop for food. Student Government is also researching a solution for students who are housing insecure. They have

looked at programs on the campuses of Grand Rapids Community College and Cal State University – San Bernardino. There is currently no dedicated on-campus office that specializes in assisting students facing housing insecurity.

Equitable Investment in Retention and Graduation work will include encouraging administration to invest additional resources in retention programs that accommodate students with diverse identities-including the development of mentorship relationships, and expanding existing programs, such as the Brotherhood/Sisterhood initiative. Student retention is enhanced by investment in mental health support and academic resources. Simple things can also impact retention – like functioning printers, reliable shuttles, dependable IT, commitment to a low financial burden, as well as flexible and empathetic professors.

Student Government is collaborating with the Office of International Students and Scholars and the International Student Association on ‘Around the World in One Day’ and ‘Colors in Harmony’ to build cultural understanding and stronger ties between international and domestic students. They believe that more international programming and advising is important, and would help support international students and continue to build an international-friendly community.

Student Government members have approached the Faculty Senate about collaborating on a document that supplements syllabi and applies to every class. This document would inform students of expectations in the classroom.

President Smith requested that student class schedules be taken into consideration when scheduling future Student Affairs Committee meetings.

Regent Beagen commented that he was impressed with the mentorship focus as a way to support students, and feels that this is an important thing. He asked how much space that Swoop’s Food Pantry needs, but President Smith didn’t have this information. Regent Beagan complimented Student Government on the Student Emergency Fund initiative.

Regent Beagen asked President Smith if he had talked with Cal State students about how housing insecure students qualify at these institutions. President Smith responded that he did not have details but has contact information and will reach out to discuss this. Dean of Students Ellen Gold added that it is important to research how other universities are running this type of program. We need to work to develop a campus resource list for issues that students are facing. Rhonda Longworth stated that students may have multiple challenges, and we need to look at this holistically.

Regent Beagen plans to talk with President Smith after the meeting about the printer issues that students are having.

Overview of the Mission and Services of the Dean of Students Office – Creating a Culture of Care

Dean Gold shared a presentation about the work that is done by the Dean of Students Office. This office works with students, student families, faculty and staff to create a culture of care designed to enhance student’s academic and personal success. Staff members help students overcome many barriers, including academic issues/difficulties, physical and mental health concerns, financial issues, housing and/or food insecurity and bias incidents. Any Title IX concerns brought to this office are referred to the Title IX Office on campus.

The Dean of Students Office uses a solution-focused approach when assisting students, which includes helping students engage in effective problem solving by identifying solutions. This office also oversees the Student Intervention Team (SIT), which provides a system for proactive intervention related to student behaviors or concerns. SIT reports are received online 24/7. Several staff members monitor these reports, including evenings, weekends and holidays. The Student Death Campus Action Plan is overseen by the Dean of Students Office. When a student death occurs, the office coordinates a response and subsequent support for the family and campus community.

IHA Health Center @ EMU

Dean Gold shared a presentation about Eastern Michigan University's partnership with IHA and St. Joseph Mercy Healthcare System, which has resulted in the new IHA Health Center @ EMU. This center will offer primary care, urgent care, women's health services, on site x-ray, laboratory services and a pharmacy. Multiple insurance plans will be accepted. A second building, located adjacent to the IHA Health Center, will house EMU's Counseling and Psychological Services Office and the EMU Psychology Clinic.

The last day that University Health Services will operate is November 1, 2019. IHA Health Center @ EMU will host an Open House on November 2, 2019, and open for business on November 4, 2019. Snow Pharmacy will operate until December 13, 2019, at which time the new pharmacy will open for business. Targeted closure of University Health Services and Pharmacy is January 31, 2020.

Regent Jeffries asked if the new health center will accept Medicare and if the same medications will be offered in the pharmacy. Dean Gold replied yes to both questions.

The meeting adjourned at 2:45 pm.

Respectfully submitted,

Michele Rich
Student Affairs Committee Recording Secretary



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Student Leader Group

Priorities & Updates

2019-20 SLG

Najd Al Jarba	International Student Association
Katherine Bolling	College of Health & Human Services
Brionna Bryant	College of Business
Carol Burks	Multicultural Greek Council
Nolan Escobar	Interfraternity Council
BreAnna Ochman	Disability Resource Center
Maci Oteri	Graduate School
Sarah Schmidt	College Panhellenic Council
Ethan Smith	Student Government
Grayson Sturgis	Honors College
Erin Thomson	Residence Hall Association
Jaionah Williams	National Pan-Hellenic Council

Carryover Concerns

SLG Continues to Strongly Advocate for:

- Addition of a **fall break** to the academic calendar
- Streamlined **graduate student application** and communication
- **Training for faculty** related to disabilities and accommodations
- Consistent communication about **course planning**
- **Better communication** to students about campus resources

Updates

- **Graduate School Application Process Improvements**
 - New In-House system that allows applicants to check the status of their application
 - Individual graduate programs still move at different speeds
 - SLG Advocates for policy to ensure timely faculty review of applications across programs
- **Communication**
 - IT department met with SLG to share new features of the EMU Mobile app and seek input
 - Recommendations were made for features, content, and structure
 - SLG is excited for the continued development of this resource

Additional Conversations

SLG has had, or will have, conversations this year to address questions and/or concerns about:

- Campus Dining
- Parking
- Athletics
- Campus construction
- Housing privatization
- Space needs for Swoop's Food Pantry
- Campus plans to address student housing insecurity
- Campus staffing plan



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Questions?



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Co-curricular Planning and Assessment and Its Connection to the Success and Retention of Students

Ellen Gold, Assistant Vice President for Student Affairs and Dean of Students

What is Assessment?

According to *Assessing Student Learning and Development* (Bresciani 2004), assessment is an ongoing process systematically answering the following questions:

- What are we trying to do and why?
- What is my program supposed to accomplish
- How well are we doing?
- How do we use the information to improve or celebrate successes?
- Do the improvements we make work?
- Good assessment is purposeful.

What is Assessment?

We can often articulate the assessment activities being conducted, but results and implications of the assessment activities often aren't available.

We don't report results!

Why Assessment?

Why now?



Who cares?

Outcomes Assessment

- Clarifies divisional and departmental “fit” with institutional vision, mission, goals and/or strategic plans
- Clarifies to students and other constituents what students can expect to gain and what the program will accomplish
- Provides different kinds of data and evidence about services – moves beyond satisfaction and tracking use to describing effectiveness
- Links Student Affairs and Academic Affairs; links curricular and co-curricular

Higher Learning Commission Accreditation

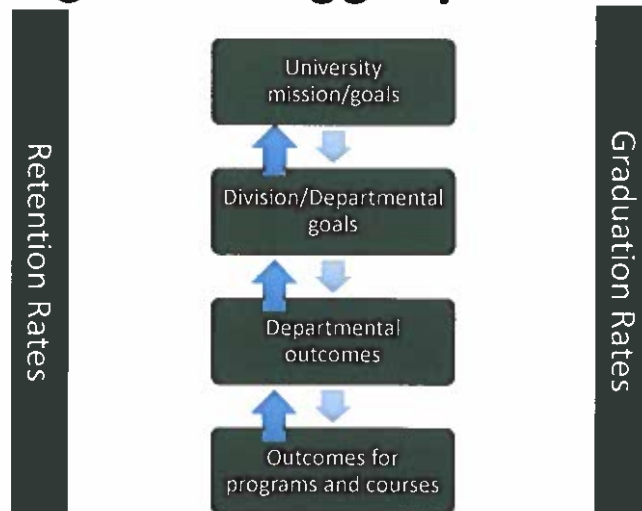
- *Criterion Four. Teaching and Learning: Evaluation and Improvement*

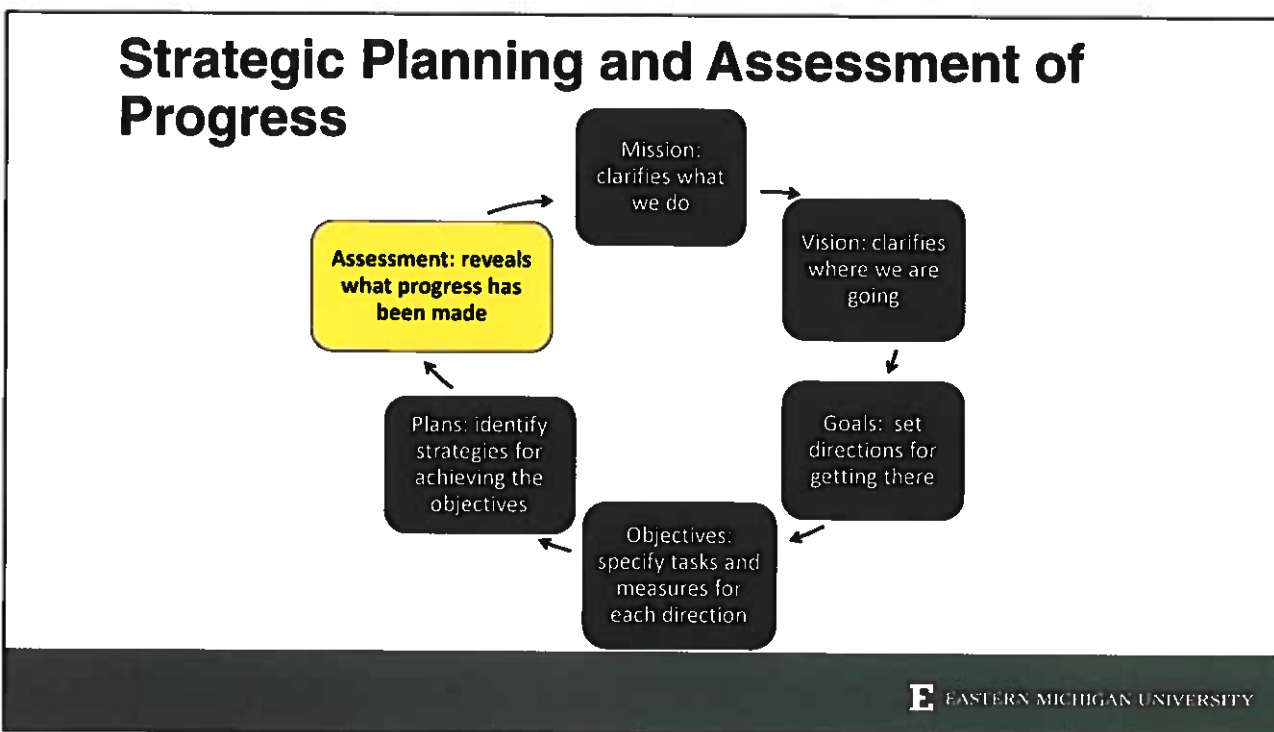
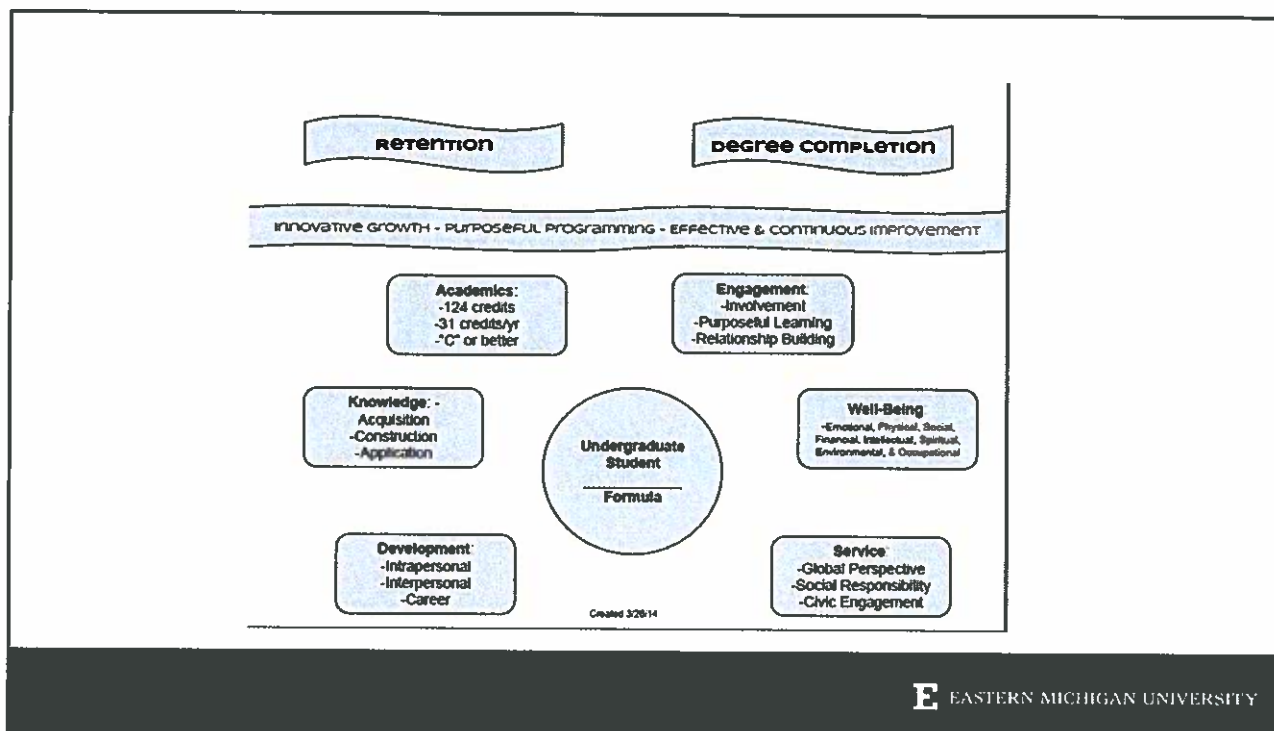
The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Higher Learning Commission Accreditation

- 4.B The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Connecting to the bigger picture...





Assessment of Progress

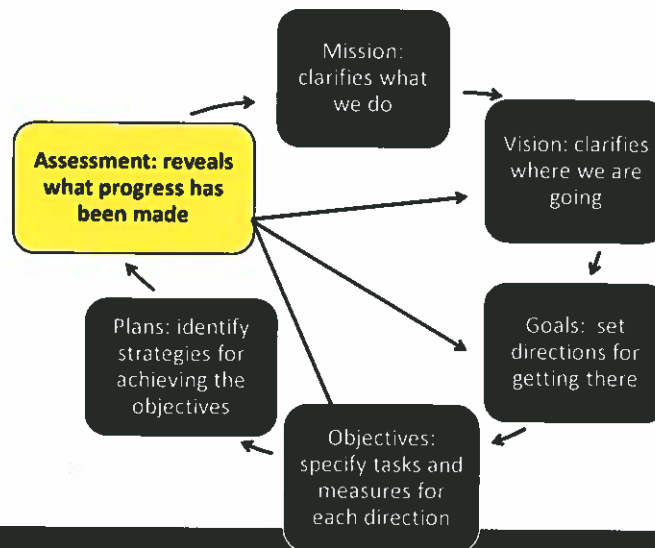
Monitoring and evaluation

- Critical to plan's success and credibility
- Must be built into the plan
- Critical for continuous improvement
- Must communicate progress to stakeholders
- Must occur at all stages of strategic planning

Continuous improvement

- focuses on improving areas such as customer satisfaction, utilization, student learning, and more through continuous and incremental improvements to processes

Closing the Loop



A Comprehensive Assessment Plan...

- Answers these questions:
- How can we be better stewards of resources?
- Are we improving quality where necessary?
- Are we providing the support needed for students to be retained and successful?
- What student trends or issues are emerging to which we need to adjust?
- How can we articulate what we do to outside parties?
- ***What are students learning?***

Focus on the Assessment Cycle



Student Affairs and Student Services Assessment Annual Report 2018

Part One

Department/Unit:

Date:

Name of Assessment Coordinator:

Email:

Phone:

Department Director Name:

Email:

Phone:

Identity and Purpose

Statement of Mission: Each of department/unit has a mission, what is yours?

Statement of Vision: What is the vision of your department?

Retention & Degree Completion: How does your unit support retention and degree completion for EMU students? You may want to reference and reflect on the EMU strategic themes: *Student Engagement and Success, High Performing Academic Programs and Quality Research, Institutional Effectiveness, Service and Engagement*

Student Learning Outcomes: What student learning outcomes did you assess in 2018-2019?

Operational Outcomes: What operational outcomes did you assess in 2018-2019?

Part Two

A. Assessment Inventory 2018-2019 _____

Here is a great opportunity for you to showcase the many assessments that your department completes. These will likely be repeat assessments that your department does year to year, but you may have tried something new! If so, add it to the form below. Note: If you indicate student learning outcome in the "Type of Assessment" box, you should complete the next box titled "Student Learning Outcomes Domain".

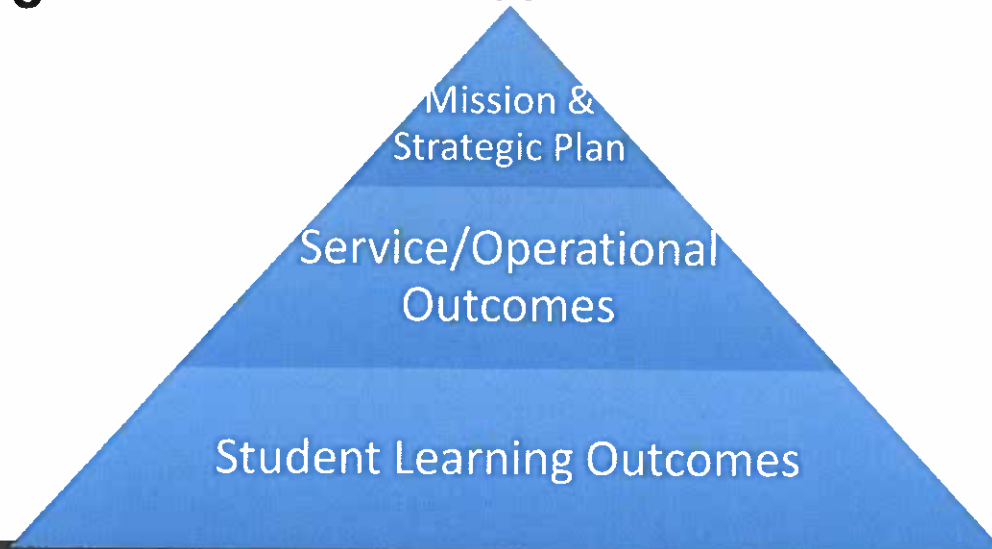
Program Area	Service/Event	Target Population	Outcomes (Student Learning or Operational)	Types of Assessment/Method of Gathering	How often/Time of Year	Information Collected	How was data used? Action since survey

B. Assessment Highlights 2018-2019 _____

Select up to 3 assessments from the inventory table completed in part A that you would like to showcase. Note: One must be focused on the support of student learning, unless no assessment of student learning occurred this year. If you are highlighting a Student Learning Outcome Assessment, indicate which of the six domains the SLO is related to, using the "Council for the Advancement of Standards' Learning and Development document that is included.

For each assessment chosen, indicate the assessment and describe how data was used to: (1) improve a service or program, (2) confirm the existence of a quality service or program, or (3) enhance student learning.

Alignment of Outcomes



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CAS & Learning Reconsidered 2

6 Domains:

- Knowledge acquisition, construction, integration and application
- Intrapersonal development
- Interpersonal competence
- Humanitarianism and civic engagement
- Practical competence (Career)
- Cognitive complexity

Dimensions within each domain provide further clarification and direction.

<https://www.cas.edu/CAS%20Statements/CAS520I&D520Outcomes52011-08.pdf>

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SLO Examples

- After attending a financial aid session, students will be able to accurately fill out the FAFSA form.
- Students completing the CAPS counseling internship will be able to identify and describe the major theories of human development.
- After participating in a leadership retreat, student leaders will be able to delegate to their executive board before their first spring semester planning meeting.
- Students will demonstrate appropriate interpersonal skills at the Texas hold'em tournament.

Approaching Assessment: Words to the Wise

- Assessment isn't an activity. Assessment is a state of mind.
- You can tell the story of the department through systematic data collection.
- You don't have to be an assessment expert to do assessment.
- Assessment is an opportunity to create a learning culture.
- Assessment is not about sending out a survey; it's about building a process.
- Linking assessment with strategic objectives at both the departmental and divisional level provides greater accountability and connection within the university.
- Do not collect data you do not intend to share.
- Assessment is a guiding principle used as a basis for questioning the need for, worth of, and impact of student life and support programs, academic experiences and infrastructure.



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Student Assessment in Action: EPIC Panels

Dr. Steven P. Bryant
Director of Diversity & Community Involvement

EPIC Panels

EPIC is a group of students, faculty, staff and community members who have a passion for educating our community about LGBT issues. We serve as a panel of individuals representing our own stories, beliefs, faiths, cultures, backgrounds, families and values. We utilize the voices of our panelists as we go into classrooms, EMU and community events, to share our experiences in the LGBT community.

Panelist stories cover anything from coming out stories, language, health care, LGBT history, family dynamics, and/or religion/spirituality, and includes an open forum Q and A with the students.

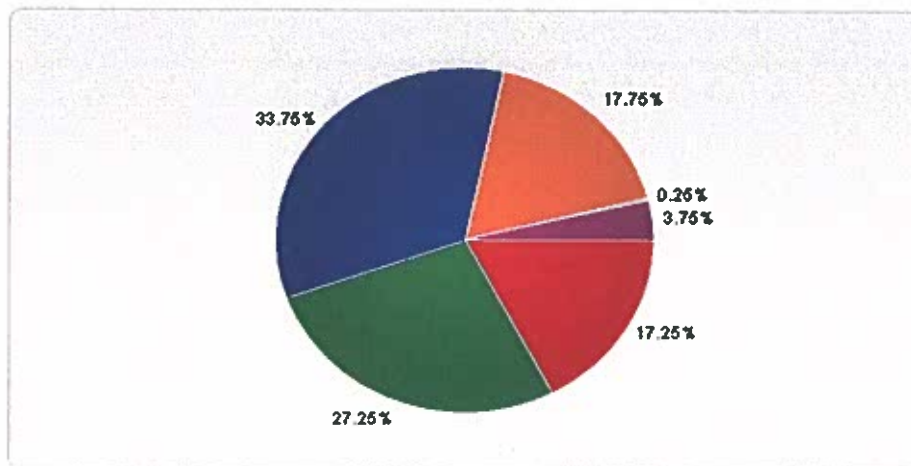
EPIC Evaluation

400 Respondents

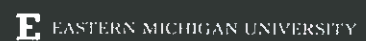
Average age: 21

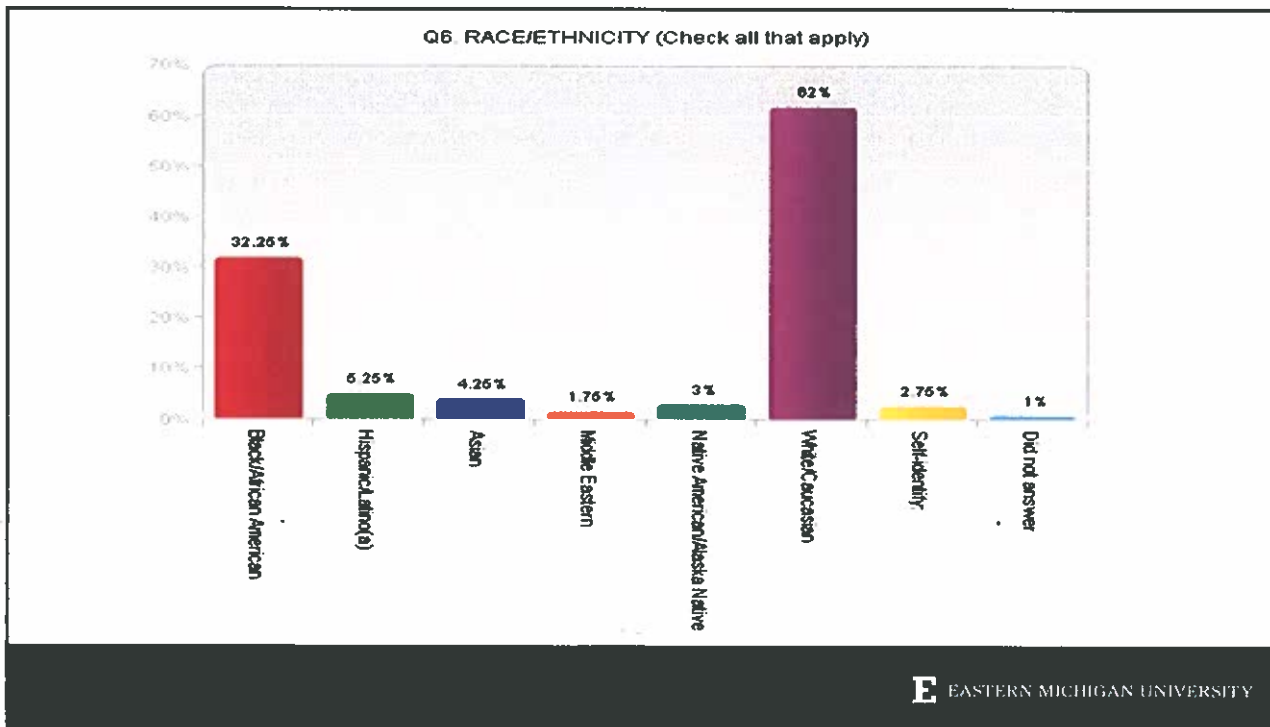
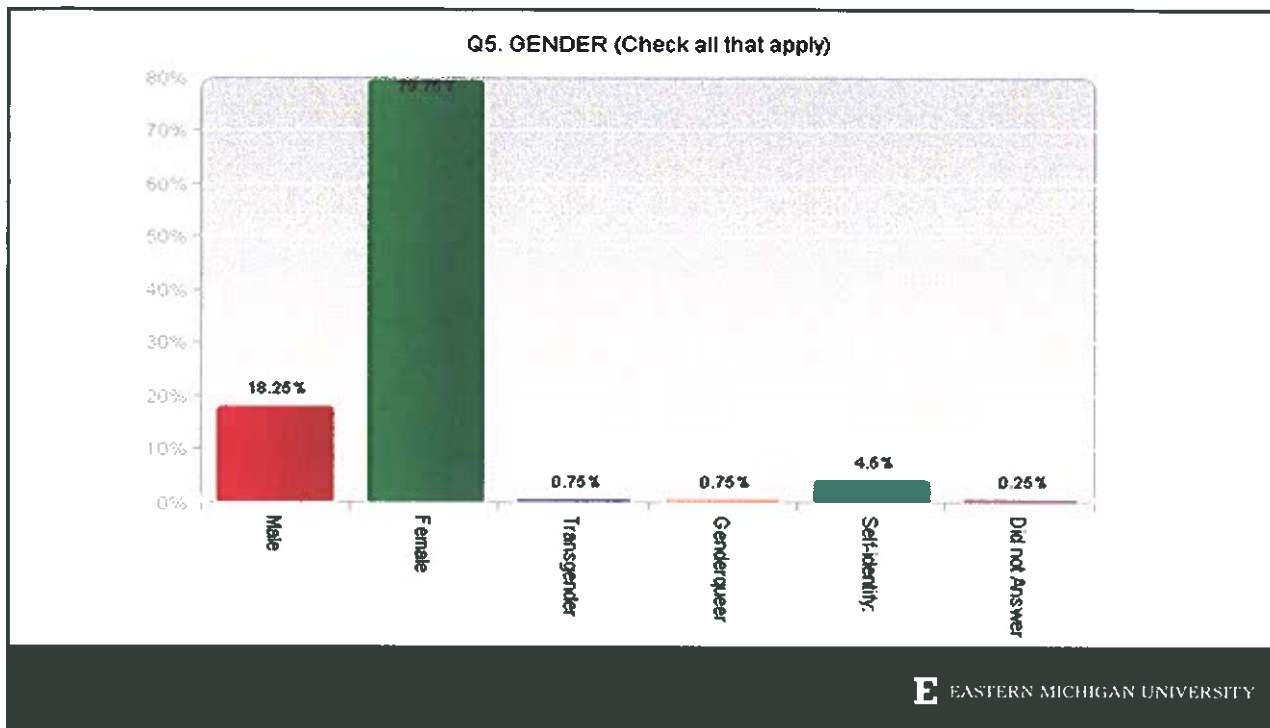


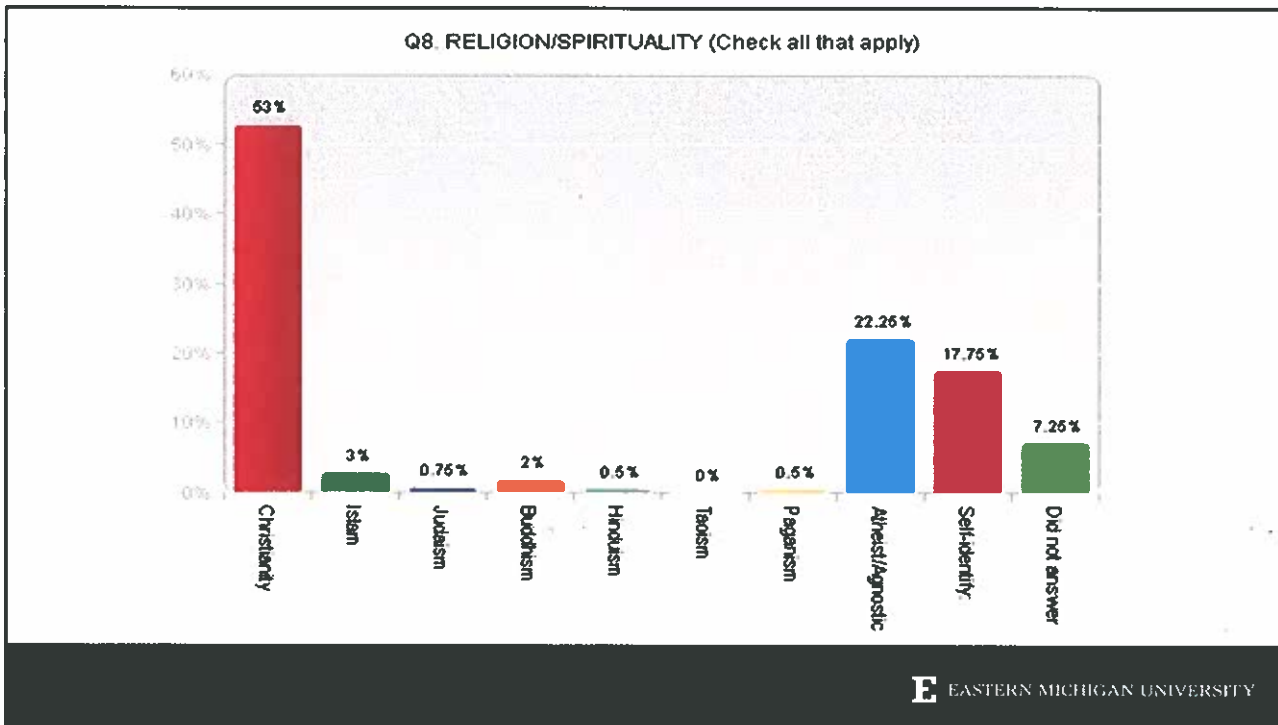
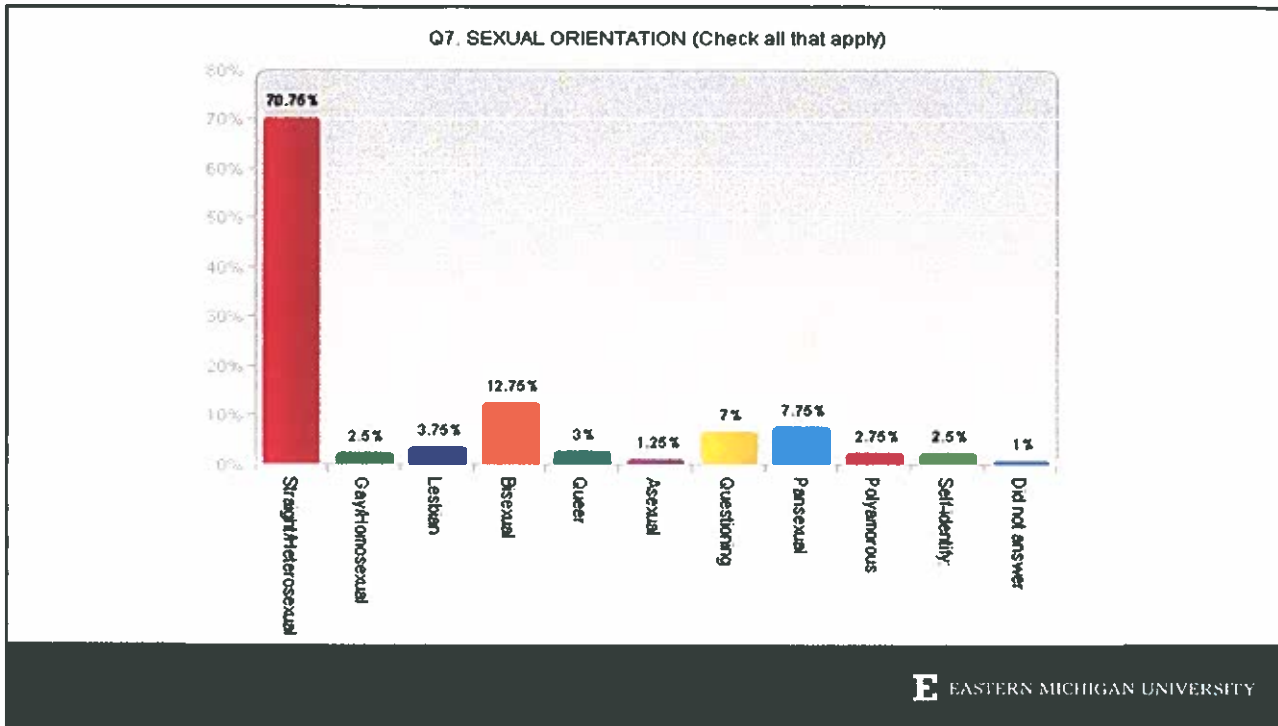
Q4. YEAR:

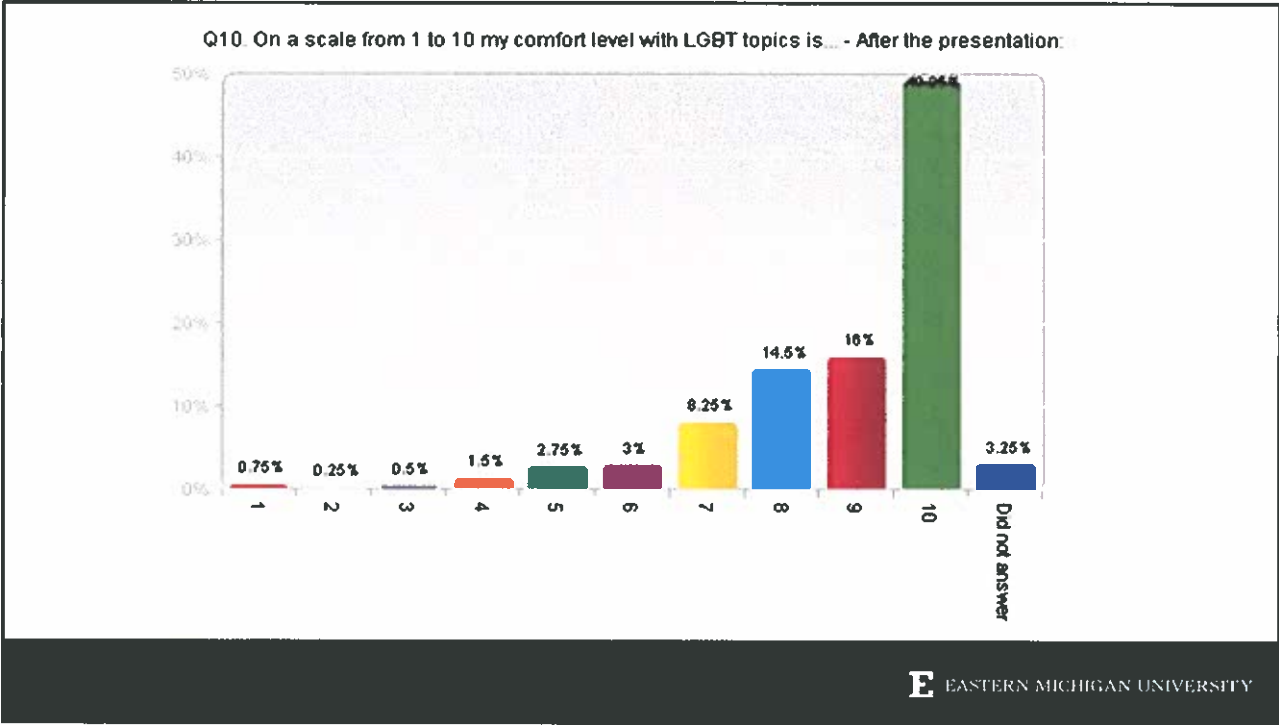
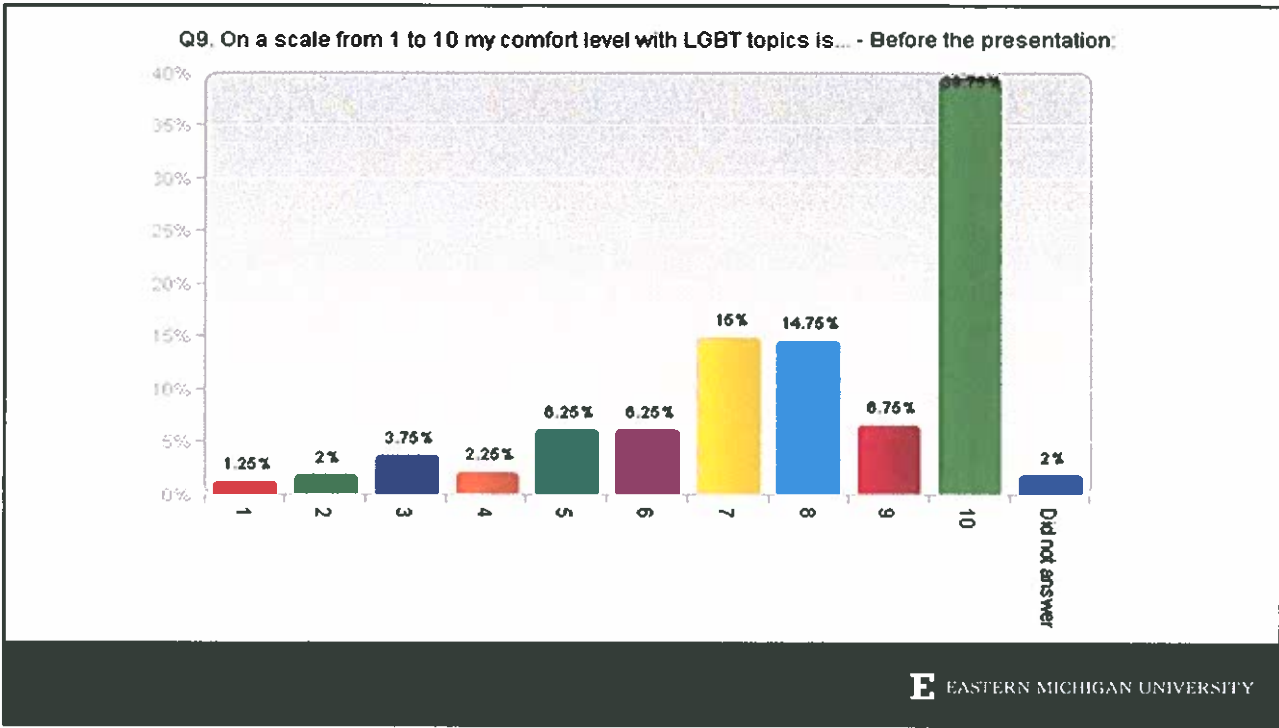


- Freshman
- Junior
- Graduate student
- Sophomore
- Senior
- Other

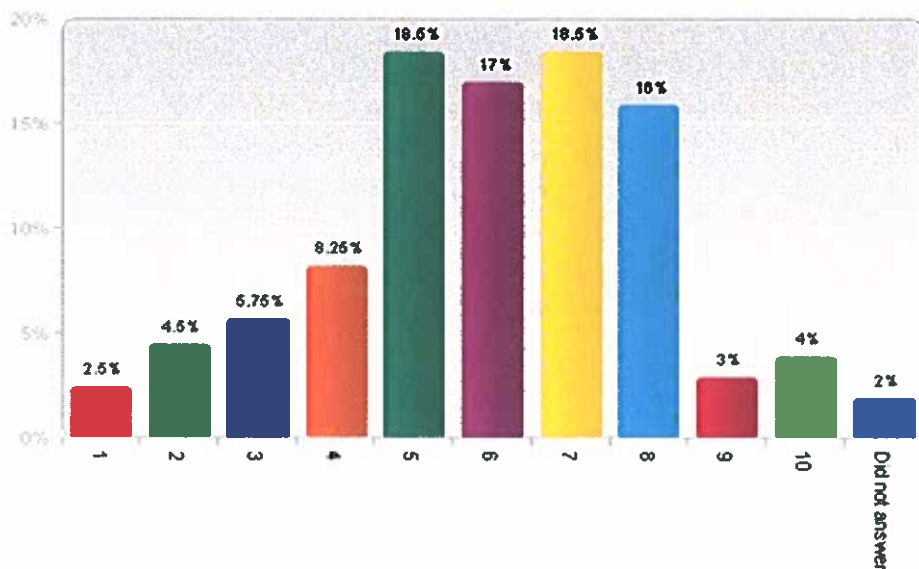




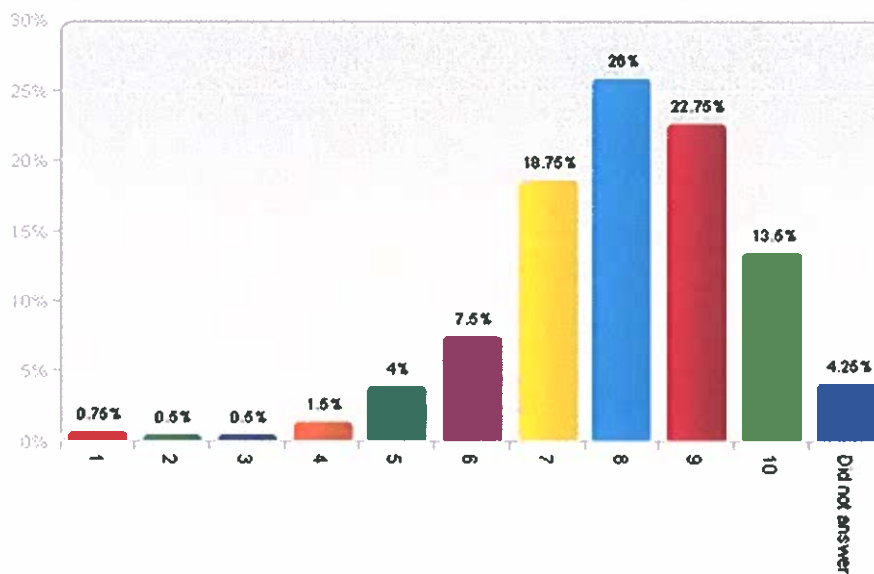


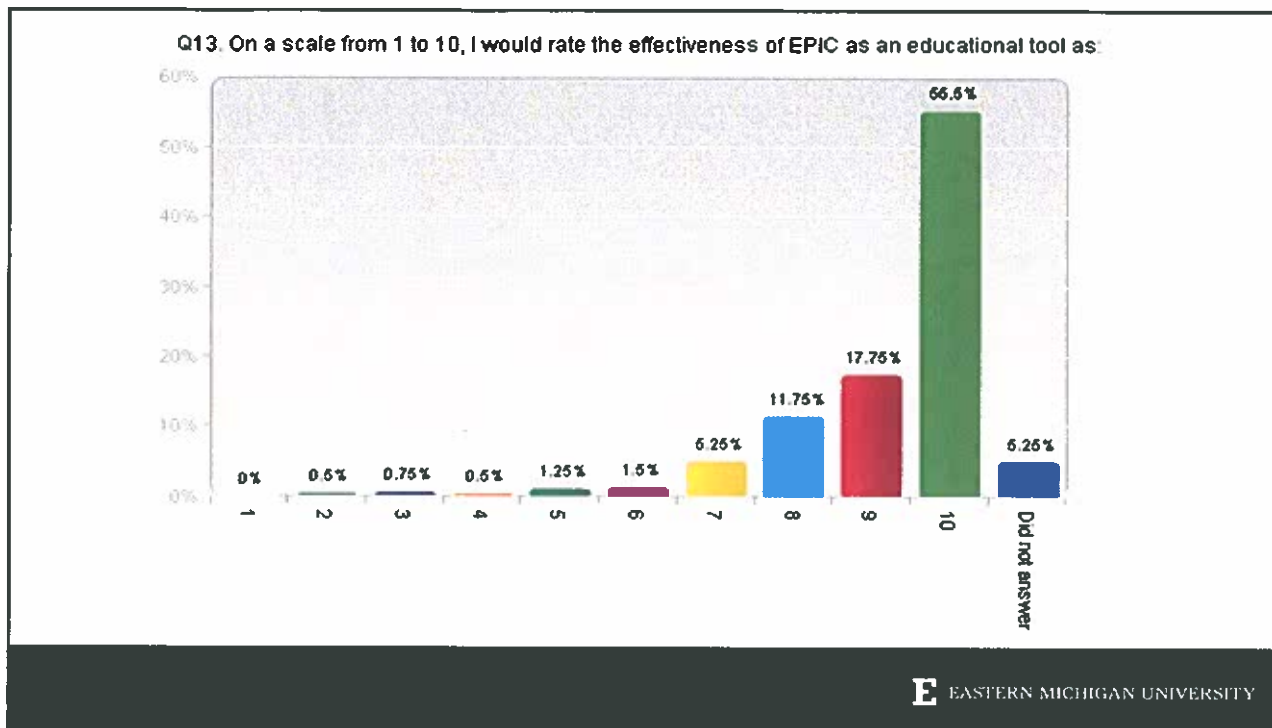


Q11. On a scale from 1 to 10 my knowledge level of LGBT topics is... - Before the presentation:



Q12. On a scale from 1 to 10 my knowledge level of LGBT topics is... - After the presentation:





Open Ended Questions

- What I liked most about the presentation... (380)

- Honesty
- Openness
- Sharing your story

- What I liked least about the presentation... (177)

- Too short
- Representation

Open Ended Questions

- Something I learned through this presentation that I plan to educate others on was... (339)

- Terminology
- Language
- Polyamory
- Experiences

- What was the one topic area, if any, that you think needed to be covered in more detail? (207)

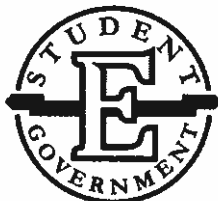
- Pronouns
- Terms

Questions?





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Student Body President Ethan Smith
Vice President Hajer Abuzir
Student Affairs Committee 12/12/19

3 Specific Points of Action

1. Extend the **hours of library operations.**
2. Begin transitioning the academic calendar to a calendar that includes a **Fall Break** and/or a dedicated **Midterm Week.**
3. Ensure that any new Athletics facility construction is **100% donor funded.**

Halle Library Hours

- Through 2016, the ground floor (Computing Commons) of Halle Library was open **24 hours** every day of the week to ensure that students always had access to essential academic resources such as computers and printers.
- In 2017-2018, Student Government was asked to subsidize this service. While Student Government should not be asked to provide essential academic services, the Senate authorized funds to extend ground floor hours to 3:00 am.
- The same arrangement was reached in 2018-2019.
- This year, without any consultation with Student Government, the [hours were reduced](#). The Computing Commons now closes at **11:45 pm on weekdays and Sundays** (when it doesn't open until noon), **7:45 pm on Fridays**, and **5:45 pm on Saturdays**.
- While overall library utilization is lower on the weekends, hours this limited and inconsistent leave students with reduced access to academic essentials when they need them, creating unnecessary stress and an **undue burden on students**.



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Fall Break / Midterm Week

- Student Governments across the state of Michigan have called for the implementation of a Fall Break on their campuses. Last year, a resolution in support of Fall Break was passed unanimously at the United Student Governments Conference.
- At EMU, calling for a Fall Break was a recurring theme of the Crutcher Administration in 2018-2019.
- While planning the academic calendar is a long-term process, real steps need to be taken now to address the issue of burnout in the Fall semester. According to Dean of Students, Ellen Gold, CAPS sees the highest incidence of student visits in mid-to-late Fall.
- Central Michigan University recently announced a [Fall Break Implementation committee](#), and could implement their break as early as next year.
- In the meantime, an alternative proposed by former President Crutcher is standardizing all midterm exams to fall within one **Midterms Week**, similar to Finals week. This will relieve student anxiety resulting from constantly having upcoming exams, and will serve as a break from classes during the time a Fall break would be most needed.

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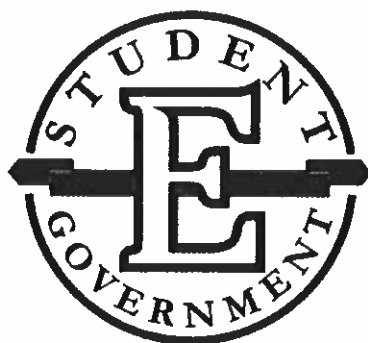
100% Donor Funded Athletics Facilities

- When this body approved the construction of the sports medicine and training facility that now sits next to the endzone at Ryneerson stadium, the plan was for the university to contribute \$8 million, with the Athletic Department raising the other \$12 million from external donors.
- Former Student Body President, Miles Payne, expressed that students could not support the project unless the total fundraised was **even higher** at \$18 million out of the \$20 million needed because "other areas of campus are simply in need."
- President Payne's position was a **legitimate representation of the student body**. Students' position remains unchanged: athletics spending of this magnitude is overwhelmingly unsupported by the EMU student body.
- With the university still \$6 million short of its fundraising target for the facility, I am calling upon the University to meet or exceed its original fundraising target of \$12 million and ensure that any future athletic facility spending is **100% donor funded**.



If EMU invested the \$8 million dollars that are going toward this project and received a 4% annual return, that would yield \$320,000/yr. Veteran Student Support services, the model for retention I referenced at the last meeting, costs \$250,000/yr.

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Thank you for listening.

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