Oregon State University
Student Affairs Research and Evaluation (SARE)

Annual Report
FY 2002-2003

Introduction

The Office of Student Affairs Research and Evaluation (SARE) was established in July, 2002. The current organizational structure of the SARE was recommended to the Vice Provost for Student Affairs in 1998. This recommendation was the outgrowth of many years of work by the Student Affairs Assessment Committee, one of the original Student Affairs Campus Compact initiatives.

During this inaugural year, the office focused on learning about assessment activities on the campus, in student affairs units, and in the literature. In addition four university-wide surveys were conducted (i.e., NSSE, CIRP, YFCY, FSSE). Reports for the 2002 NSSE and 2002 CIRP were completed and disseminated across the campus via presentations, reports, executive summaries, and a quarterly newsletter. A web-page for Student Affairs Research and Evaluation was established as well as a Student Affairs Assessment Council.

The following sections of this report provided detail that demonstrated accomplishments, opportunities, and obstacles.

Purpose

The Office of Student Affairs Research and Evaluation was responsible for the coordination and dissemination of data gathered by Student Affairs units and offices. This included monitoring and cataloguing unit level assessment plans and activities, coordinating Student Affairs' university-wide research activities, writing reports and facilitating discussions with appropriate groups in order to advance Student Affairs assessment initiatives.

## Student Affairs Research and Evaluation on Campus

Presenting information about students and their perceptions of the student experience was one of about three focus areas this first year. A second focus area included learning more about assessment both within Student Affairs and also in Academic Affairs. Since most of the literature on assessment was related to academics, this background helped to place assessment in the more common context. Another area of focus for this year included initiating conversations in Student Affairs about a more cohesive and consistent assessment plan for the division and departments in the division. Generally, assessment in Student Affairs was seen more as an add-on rather than an integral part of a planning or evaluation process. The following section described the involvement of SARE with the OSU community and the operationalizing of the focus areas described above.

Presentations

Through presentations to various campus groups, roughly 500 contacts were made. Topics were primarily focused on results of student surveys. There were however two presentations on a Healthy Campus and Staying Healthy in a Stressful Time.

The total number of presentations was 18 with the number per month increasing as the academic year progressed.

Number of Presentations and Contacts at Presentations
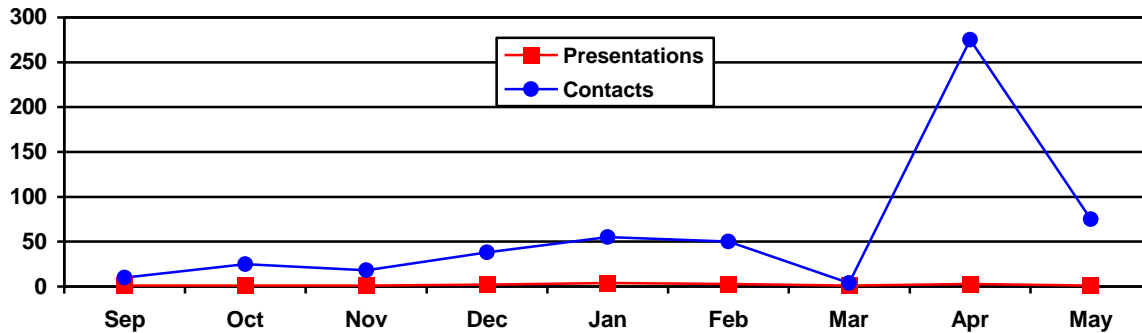
Groups presented to included: SHS clinicians, CSSA class, Academic Council, Student Affairs Department Heads, Faculty Senate Executive Committee, Admissions Recruiting Team, Residence Life, START Advisory Committee, Academic Success Task Force, Academic Advising Council, Services for Students with Disabilities, Faculty Senate, Counseling 531 Class, Student Involvement, University Housing and Dining Services.

Presentation Topics

Healthy Campus
Staying Healthy in a Stressful Time
National Survey of Student Engagement
Entering Students and FY Student Trends
Cooperative Institutional Research Program Freshman Survey
Outcome Assessment
Academic Development and College Student Retention

Publications, Reports, Power Point Slide Shows

Three issues of the OSU Perspective were published during the 2002-03 academic year. The stated purpose of the publication is to provide information to the campus community regarding student perceptions of their college experience. Data from various surveys administered in student affairs units as well as data from national surveys was included in the publication. As a result of the publication reaching a broad audience of OSU personnel, two academic units requested to be included in subsequent editions: Study Abroad and the Immersion Programs at the Hatfield Marine Science Center. For inclusion in the publication the article must pertain to

the student experience and it must include data about the student experience. These publications can be viewed at:
http://oregonstate.edu/admin/student_affairs/research/res_introduction.html.

In addition, a Student Affairs web site was launched and contained a log of Student Affairs departmental assessment, Assessment Council activities, Reports, and History. This was in addition to the OSU Perspective which was also posted on this web page. (Shirley Dodsworth served as the web master and did a wonderful job of posting the current activities of the office.)

Reports that were written and disseminated during this year included:

2002 National Survey of Student Engagement Report
      Executive Summary
      Report for College of Liberal Arts
      Report for College of Engineering
      Report for College of Science

2002 Cooperative Institutional Research Program Freshman Survey Report
      Executive Summary

Most of the presentations that were given this year included a power point slide show. Each presentation was customized and used a variety of different slides taken from a more comprehensive show that had been developed. Slide shows were developed for:

2002 National Survey of Student Engagement
2002 Cooperative Institutional Research Program Freshman Survey
College Student Retention Factors and Issues Related to Retention

Collaborations

Much of the work of this office involved collaborating with others. This evolved over the year and continued to expand. The following were groups or offices which were involved in collaborative efforts with SARE.

Collaborations on Projects

Partner	Project
Vice Provost for Academic Affairs	Faculty Survey of Student Engagement
UHDS--Residence Life, Marketing and Assessment	Ecology of Residence Halls Survey, Residence Hall Perceptions Survey
Greek Life	Environmental Assessment of Greeks Assessment of Greek students Greek Alumni workshop planning for Fall, 2003
Services for Students With Disabilities	Outcome Assessment and revision of some of their assessment instruments
Services for Students With Disabilities	Over sample on NSSE
Student Orientation and Retention	Your First College Year Survey (Academic Programs provided the funding to do the survey)
Student Life/ Student Involvement	Assessment Planning

Data Requests

One of the responsibilities of SARE was to respond to data requests for the Division. The following requests were received during this fiscal year.

Data Requests

Data Requested	Requesting Person/Office
Information about university surveys done to gain student input	Gary Beach, Institutional Research
Information on student leadership for a grant proposal	Katie Wilson, Student Involvement
Information about NSSE	Don Johnson, MU
NSSE data for COB	Ilene Kleinsorge, Dean, College of Business
NSSE Writing information	Vicki Tolar Burton, Lisa Ede, WIC and Writing and Learning Center
NSSE	Bob Burton, Assistant Vice Provost for Academic Programs
NSSE	Michelle Rosowsky, Academic Program Assessment Coordinator
Information on frequency distributions for selected items on NSSE for US News and World Report questionnaire	Gary Beach, Institutional Research
NSSE	Jo Tynon, Forestry
CIRP 2001 and 2002	Jill Schuster, OSU Marketing
Information about library surveys and survey methods	Karyle Butcher, OSU Librarian
Information about advising assessment	Sarah Hones, Art
Environmental surveys for Greek Life	Bob Kerr, Greek Life
NSSE and CIRP information	Robert Hrdinsky (student), Positive Innovation Leadership group
NSSE and CIRP data pertaining to Greek membership	Bob Kerr, Greek Life
NSSE and CIRP data pertaining to residential living	Cindy Empey, Director of Residence Life
CIRP information and also information about other university-wide student assessments that are being done	Adam Gardels, OSU Alumni Center
CIRP and NSSE information	Michelle Sandlin, Director of Admissions
CIRP information	Gary Ferngren, History
CIRP information	Jackie Balzer, Director of SOAR

Survey Review

Several departments requested review of surveys that they used and/or surveys that they were considering adopting for use. The following surveys were reviewed by SARE.

Survey	Department
Patient Satisfaction Survey	Student Health Services
Student Satisfaction and Use Survey	Services for Students with Disabilities

Student Employee Entrance and Exit Survey	Memorial Union
Residence Hall Perceptions Survey	Residence Life
Satisfaction Survey	Memorial Union
Environmental Survey	Greek Life
Student Worker Survey	Memorial Union
Ecology of Residence Halls	University Housing and Dining Services

University Service

The Director of SARE was involved in a variety of University service activities. Many of these activities provided an opportunity to engage with others about university assessment and the assessment projects in Student Affairs. The table below listed the involvements for the 2002-2003 FY.

University Service

Academic Affairs Assessment of Educational Programs Task Force
FYE/Academic Success Task Force
Institutional Review Board for the Use of Human Subjects in Research
START Advisory Committee
Student Affairs Assessment Committee
Student Affairs Assessment Council, chair
Student Affairs Faculty Senator
Student Experience Planning Team—2007
    Healthy Campus Satellite Group
    Assessment Satellite Group
Willamette Criminal Justice Council

University-Wide Surveys Administered

Four university-wide surveys were administered during this fiscal year. The results of these surveys will not be received until later in the summer. The surveys that were administered included:

Survey Name	Group(s) Surveyed
National Survey of Student Engagement	Random sample of Senior and First Year Students, Over sample of Disabled Students
Faculty Survey of Student Engagement	Sampled all faculty teaching at least one undergraduate course either winter term or spring term, 2003
Your First College Year	Sampled First Year Students—as a follow-up to the 2002 CIRP
Cooperative Institutional Research Program Freshman Survey	Surveyed First Year students who attended a START session (including Hawaii START)

Learning Activities

Throughout the year learning about assessment and understanding the context of assessment, various assessment methodologies, and assessment planning was a priority. In essence, involvement in the assessment literature in higher education was a priority. While much of the reading and learning was directed toward student affairs departments, the larger body of literature helped to provide a backdrop for assessment in student affairs. A bibliography of books and articles read during this year can be found in Appendix A.

In addition, attendance at the annual Assessment Institute in Indianapolis served as a wonderful introduction into the field. Hopefully, attendance at other assessment conferences will be supported in the future.

The following resources (as well as various articles) will hopefully be read during the 2003 Summer:

Banta, T.W., Lund, J. P., Black, K. E., & Oblander, F.W. (1996). Assessment in practice: Putting principles to work on college campuses. San Francisco, CA: Jossey-Bass.

Bers, T. H. & Seybert, J.A. (1999). Effective reporting. Tallahassee, FL: Association for Institutional Research.

Knight, W. E. (ed.) (2003). The primer for institutional research. Tallahassee, FL: Association for Institutional Research.

Suskie, L. A. (1992). Questionnaire survey research: What works. Tallahassee, FL: Association for Institutional Research.

Assessment Council

At the beginning of the 2003 Spring Term, the OSU Student Affairs Assessment Council was convened and charged with providing leadership and direction for a strategic assessment program in the Division of Student Affairs. The primary charge to the Assessment Council was to establish and monitor the assessment agenda for Student Affairs and other collaborating units.

The Council met five times during the course of the Spring Term and planned to meet twice a month throughout the summer. There were 16 members of the committee, all volunteers, from Student Affairs units, Academic Programs, Institutional Research, and the Valley Library.

Because the Council was not formed until Spring Term, setting a meeting time that worked for everyone was challenging. Thus, there were times when schedule conflicts impeded the work of the Council. Hopefully, the Council will be able to find a time for the fall that will work for everyone's schedule regularly. Nevertheless, the membership appeared to be enthusiastic, energized, and wanting to learn more and be involved in working with assessment in the division.

Minutes of meetings, the charge and dates for meetings in the summer can be found at: http://oregonstate.edu/admin/student_affairs/research/com_assessment_council.html.

Evaluation of the Services of the Student Affairs Research and Evaluation Office

Since the initiation of an office expressly focused on assessment in Student Affairs was only one year old, some feedback concerning effectiveness, needs and satisfaction seemed warranted. Thus, in July, 2003, surveys were sent to the membership of the Assessment Council and the Student Affairs Department Head's Group. The following were the results of this survey. In addition, Appendix B contains a listing of the comments reported on the surveys.

Number of individuals surveyed: 39 (Assessment Council and Student Affairs Department Heads group)\

Number of Surveys returned: 20
% Return Rate: 51%

A. Please indicate those services that you have used and the degree to which you were satisfied.

Service	% Used	Of those using the Service % Somewhat or Very Satisfied
1. 2002 National Survey of Student Engagement Report	77.8	100
2. 2002 Cooperative Institutional Research Program Freshman Survey Report	77.8	100
3. PowerPoint presentation on 2002 National Survey of Student Engagement	50.0	100
4. PowerPoint presentation on 2002 Cooperative Institutional Research Program Freshman Survey	44.4	85.7
5. OSU Perspective (quarterly newsletter)	77.8	92.9
6. Student Affairs Research and Evaluation Web Page (http://oregonstate.edu/admin/student_affairs/research/res_introduction.html)	44.4	75.0
7. Assessment articles and resources sent via email	83.3	100
8. Consultation on assessment project or survey	61.1	100
9. Presentation on assessment related topic	44.4	100
10. Other (please specify below)	11.1	100

Overall, constituents that used the services listed above were satisfied with their involvement. An area that needs some additional work is that of the Web page. Currently, it is very plain and needs a major face lift. Hopefully sometime in the next year, Eric Hansen in UHDS will be able to assist with the implementation of their system of web design and content update for the

SARE web site. This would bring the web site into compliance with the OSU standards and would also make updating the content easier.

B. The work of the Student Affairs Research and Evaluation Office has:

	Percent—Degree of Influence	
	Frequently = 1 **Rarely = 3** **Occasionally = 2** **Never = 4**	
1. influenced my department to discuss departmental assessment issues	Frequently = 41.2 Occasionally = 47.1 Rarely = 11.8 Never = 0	Mean = 1.7 Median = 2.0
2. influenced my department to reassess our involvement in assessment	Frequently = 29.4 Occasionally = 52.9 Rarely = 11.8 Never = 5.9	Mean = 1.9 Median = 2.0
3. influenced my department to introduce available data into our planning process	Frequently = 17.6 Occasionally = 58.3 Rarely = 23.5 Never = 0	Mean = 2.1 Median = 2.0
4. influenced my department to devote more time and resources to assessment	Frequently = 43.8 Occasionally = 31.8 Rarely = 18.8 Never = 6.3	Mean = 1.9 Median = 2.0
5. influenced my department to use data that is available for decision-making	Frequently = 11.8 Occasionally = 47.1 Rarely = 29.4 Never = 11.8	Mean = 2.4 Median = 2.0

The SARE office had some influence on some areas of Student Affairs in terms of engaging more in conversation about assessment as well as seemingly increasing some of the departmental resources for assessment. Nevertheless dealing with assessment and data in the departments appears to be more of an occasional conversation rather than an intentional departmental effort. This seems to be especially true regarding the use of data in planning and decision-making.

Goals for Coming Year

The following are goals for the coming year. These are however open to change as the needs of the institution and the needs of the Vice Provost for Student Affairs change.

1. Work with and develop the Student Affairs Assessment Council as we move toward accomplishing the Council's charge.
2. Publish the OSU Perspective and develop the web page in order to distribute student-related data about the student experience.
3. Increase knowledge base regarding assessment.
4. Encourage the clear and visible use of data in decision-making by those in leadership positions.
5. Provide opportunities for collaboration on projects, etc. regarding assessment.
6. Provide available data in a timely and easily understood format for use by departments and the university.

7. Provide Student Affairs Department Heads and Assessment Council membership with assessment resources (e.g., sections of books, articles, web pages, sample surveys, etc.).
8. Provide assessment learning opportunities for Student Affairs Departments (e.g., "expert" in the field, in-house training for those interested).

Opportunities

Opportunities for work in assessment at Oregon State University abound. This was not because there was so much assessment happening, but rather because there was so little being done in terms of contemporary academic and student affairs assessment. In the last year energy and resources were invested in administering, reporting, and presenting the results of various institutional assessment instruments (e.g., NSSE, CIRP) and expanding the instruments that were used (i.e., YFCY, FSSE). Much of this effort was supported extensively by people in the University Housing and Dining Services (e.g., computer support, design support, office space, etc.).

Since SARE was an office of one person, collaboration to accomplish work was not only recommended but was a necessity. These collaborations crossed the Student Affairs/Academic Affairs divide which provided further opportunities. For instance SARE and the Valley Library were involved in a collaboration which looked to be beneficial to both areas. The Library provided not only a service function but also an educational one. This was not unlike the service functions provided by Student Affairs units and the educational functions that have long been touted as a role of student affairs organizations in colleges and universities. Often these two entities were seen only as service units, yet both teach classes and workshops and thus were part of the teaching/learning experience as well.

Providing information to faculty, students, and other constituencies about the student experience offered another opportunity to pose questions about the meaning, the intentions, and the outcomes of programmatic efforts. This stimulated further conversation and questions. Whether or not these conversations were ever turned into any action was unknown, but the opportunity for action was raised.

Opportunities for further engagement in order to shift the assessment culture will likely come from the efforts of the Student Affairs Assessment Council. This body was charged with setting the assessment agenda, monitoring the progress of departments, and determining some meaningful reward structure. This Council has only been in operation for one term so the potential of this group has not fully been accessed.

Finally, there was the opportunity to pose data-driven decision-making. From most appearances, OSU in general and Student Affairs in particular appeared to base few decisions on actual data about the effectiveness of programs. Even programs which collect some data sometimes did not analyze the data, much less use it in decision-making. Further programs that did analyze their data often found that it did not lead to decisions based upon the data at hand or that the data they had did not add appreciably to the decisions that needed to be made.

Obstacles

Over the course of this year, I have read a variety of resources concerning assessment at colleges and universities. By far, most of the literature on assessment is written in terms of academic assessment. A notable exception is the work of Upcraft and Shuh. In all of the resources that I have read, there are several consistent themes. As I reflect upon the obstacles to moving assessment forward in Student Affairs and at OSU, several themes come to mind.

Assessment is connected to all parts of the university. It is very difficult to separate out what the obstacles are for Student Affairs assessment without also considering the obstacles for OSU assessment. The following are areas where I think some of the issues are and which will eventually need to be addressed.

1. The leadership of the university needs to make a clear statement about the need for, value of, and expectation of outcome assessment for program evaluation and improvement. This statement needs to be more than just words, but in fact modeling. The model in place currently at OSU and in Student Affairs is to make decisions based upon the consensus of a committee and/or by whomever is in charge—perhaps informed by consultation. There is rarely a place in this model where the expectation of data to inform decision-making is even part of the conversation. Part of that may be because there is very little accessible and local data about students and student-learning. Another part is that the data that is available may not be acted upon for various reasons, including politics, turf, etc. It is also probably not a matter of resources. Typically there is money at a university or in a department for whatever the priorities are. Assessment at OSU is not a priority but still an afterthought or a "have to."

2. The University and Student Affairs need a more coherent plan for assessment, use of data, evaluation, etc. Now it is a "hodge podge" of disjointed efforts. While the Student Affairs Assessment Council has that as a part of their charge, there is not much evidence that departments will actually follow the procedures, expectations for assessment that the Council might establish. Many Student Affairs departments did not follow the Assessment Committee's expectations for assessment that were established 5 years ago. Further there does not seem to be a clear link between engaging in assessment and reward or financial structures within the university or the division.

3. OSU needs an Assessment Council made up of an interdisciplinary team of faculty, staff, and students. This Council must include faculty with expertise in program evaluation and assessment. Such faculty exist at OSU. This Council must be chaired by an "Assessment Champion" who is involved not just because of the demand of accreditation, but because of the value of assessment and the scholarship of assessment. Lastly, this Council must meet regularly and consistently with minutes posted on the web for all to read. Departments and units must be held accountable for meeting the expectations that this Council develops as well as supporting the larger university-wide assessment plans.

   See Appendix C depicts a working conceptualization of a university-wide assessment effort.

The Student Affairs Assessment Council is interdisciplinary but to only a limited degree since most all are within Student Affairs. This has some positives but also can be limiting. It is however a good start.

4. Departments need central support in getting access to data that may be available from Banner. While some departments may have that expertise within their departments most likely do not. Anything that can be done centrally to make access to university data more user-friendly will benefit the assessment effort. In Student Affairs in particular, gaining access to student data from Banner is a challenge at best. Most of the time it involves calling a variety of people both within and outside the division to see who might have the time and/or expertise to run queries, etc. Again, this is an issue that likely could be solved with a sharing of resources in a centralized and coordinated research and assessment unit.

5. I'm not sure whether or not this is an obstacle for Student Affairs assessment but I think it could be. OSU is fairly driven by engineering, the "hard" sciences and technology. Often research in these areas does not include the human element. The "soft" sciences (i.e., those that study learning, teaching, people, etc.) are often not seen as being as rigorous, valid, etc. as the "hard" sciences. Yet, the work of assessment will rarely meet the standards of control that the "hard" sciences demand. This is the time that OSU needs to call upon its "soft" scientists to bring their skills and expertise to bear on the issues of student outcome assessment. These "soft" scientists and "hard" scientists must be partnered and regularly in conversation in order to move the OSU assessment agenda forward.

State of the Unit

The Office of Student Affairs Research and Evaluation has accomplished a great deal in its first year of operation. Yet, there is so much more work to be done. Even in Student Affairs where assessment has been on the agenda since 1996, some departments are still not involved in examining what they do in any systematic manner. Part of this may be a matter of expertise but part of it also has to do with desire and willingness to challenge what we think we know. Stories can be very powerful but they tend to be only one person's experience. Data on the other hand can be used to depict some of the overall experience. There is a place for the individual story (i.e., to keep the human component in the data) but a story is not sufficient evidence of program success or lack of success.

Several issues need to be addressed in order for assessment in student affairs to progress. Some of these things are addressed in the Opportunities/Obstacles sections above. Other areas are going to be addressed by the Student Affairs Assessment Council (e.g., expectations for outcome assessment combined with other types of assessment like satisfaction). Still others need to be addressed at the Student Affairs Department Head level. Hopefully, the Assessment Council will be able to produce a set of expectations, guidelines, etc. that can be easily understood by all departments so that there is consistency of language and reporting of assessment activity. In addition, the development of several common areas to assess will also provide data on division-wide impact.

Overall, SARE is operating very well. It would be nice to have a colleague or two involved in the same sort of work, an expert at Banner, and statistical consultation. This however is likely not

possible until OSU gets involved in supporting an institutional assessment and research office. Thus, given the resources available, the office has produced a significant amount of product as well as furthering the Student Affairs assessment initiative.

Appendix A

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Appendix B

Comments from the 2003 Assessment of Student Affairs Research and Evaluation Office

The Office of Student Affairs Research and Evaluation has provided numerous resources and abundant data to support the assessment work at OSU. In working on the first draft of a more useful and complete assessment method for the department I represent, I find wonderful "templates" and guidance for beginning the process because of the work of the Office of Student Affairs Research and Evaluation. It is greatly appreciated!

Our department has made an effort to develop an effective assessment tool and strategy, and to instigate change and improvement as a result of the assessment data. Although our intentions are good, assessment tools and strategies are not as well planned, thorough, and documented as we would like. We're committed to continuing the process, improving our assessments, and meeting the expectations of the University and Division of Student affairs related to assessment.

It would seem to me that the amount of time devoted to assessment is way too much. Do we need a full time position for this effort? Why don't we use the money for the position in an area where we re short handed and in need of more human resources? Let's keep assessment simple because, for the most part, we know what we are doing. We know our students. Yes, it's good to have some idea about the conditions of our division/university. But, it's overemphasized.

I would find the articles to be more helpful if you would provide a synopsis or a couple of lines about what you believe is most salient and interesting for our division. You have clearly read them and found them interesting and relevant, I would love to gain the benefit of your time investment and this would be the most helpful way for me to do so.

Also doing a great job with leadership of assessment council. I especially appreciate consulting and resources in Rebecca's brain.

Thanks for the service and work you do!

SARE has brought more conversation to the table but few changes in actions.

Although my department did not use your consultation this year, I appreciate knowing it is available. We will likely access the service you provide I the future.

Our department is already doing affair amount of assessment but could benefit by integrating it more fully into our planning and decision-making process.

Excellent work!

Very helpful!

SOAR needs to improve outcomes assessment of Footsteps and Odyssey.

Might be nice to do something on parents during START.

Good stuff!

I really don't like the look of the web site. The content is very helpful, but the look is distracting.

Articles, etc., very helpful, but a lot to manage given my current commitments. Don't stop sending though.

Having Rebecca available for consultation, advocacy, and support has been a wonderful resource for UHDS. She has brought a great deal of energy, credibility, and professionalism to the position!

I am very satisfied with the level of influence the Student Affairs Research and Evaluation Office has provided our department.

Thank you so much for assisting my unit in understanding and utilizing assessment/evaluation in our practice!

I see this as speaking broadly for the division, incorporating all department areas for planning and improvement and speaking to an overall plan.

Thanks for the support. Very important to Student Affairs.

While I have not formally used some of the surveys in presentations necessarily. The information presented has made me much more aware of where our students are at. It cleared up some misperceptions, etc.

Rebecca, you are doing a great job. Thanks!

I found the newsletter to be interesting. I suggest you use the word "prospective" (rather than "perspective") when referring to students who may attend OSU in the future. I know this is one of those errors that spell check won't catch.

Departmental Needs

Would be helpful to have common questions to ask that would assess this. We made up some questions to get at this, but aren't sure the questions are the best.

Training in how to identify and capture outcomes, rubrics?

Need more data bout non-users.

Need needs assessment.

May need some help in data analysis and reporting of assessments—do far okay—if more advanced, may need to do more.

Need help in attributing learning to any particular program.

Need: satisfaction assessment, student learning outcomes assessment. Don't need data about users of services (old thinking), Needs assessment, reporting results of assessment. Sometimes need using assessment results in program planning and improvement.

Need technical support (formatting, scanning process, data input) analysis and interpretation of results/data.

Distribution/communication plan and implementation to broad audience.

Need training and education of "best practices" in assessment for our staff.

Update of research methods in this area.

Satisfaction assessment: We want to further develop strategies and instrument for assessing all aspects of our programming.

Student learning outcome assessment: We need to be able to provide more qualitative and quantitative data to tell our story of how our programming is impacting student academic success and educational attainment.

Needs assessment: As we engage in conversations with potential new partners, it would be very helpful to have materials that would help to guide such discussions.

Need exposure to any new survey instruments.

Need help in developing our own needs assessment instruments as well as ability to analyze and interpret data.

Need most effective ways to use results; helping novices feel empowered in using results in program planning and improvement.

In all cases, need time adjustment and financial resources to conduct assessment. 1, 2, and 3 could be done fairly easily. 4 and 5 may require additional consultation.

Direction and formulation of a tool to guide our efforts in gathering data specifically related to learning outcomes in non-academic areas.

Would like dedicated computer assistance to format surveys and scan/analyze data.

Assistance in how to include learning outcomes assessment in other on-going assessment.

Assistance in data analysis.

Our department needs more interest in the perceptions of students.

We need to decide on the learning outcomes we want to assess and how to assess them.

Need assistance in writing reports for action vs. writing reports for information purposes.

Buy-in seems to be our biggest hurdle.

Better returns from our students—need new ways of reaching and encouraging them to fill out and return surveys.

Satisfaction assessment: Update service provider satisfaction assessment tools. Improve student satisfaction assessments by including questions that measure the interface between departmental, college, student organizations, and university-sponsored events and the quality of accommodation services provided for those events. Update the assessment to include recently implemented services and technology advances. Determine how often and when the assessments will be done; established continuity and regularity in conducting assessments.

Student learning outcomes assessment: This is basically a "start from scratch" area. However, training and resources provide through the Assessment Council and the Office of Student Affairs Research and Evaluation provide the framework for the development of this assessment.

Data about users of services: Currently data about race/ethnicity, gender, and disability by category is collected. Ideally, it seems that in addition to questions targeting specific data relevant to the services offered within a department, data collection about the users of services should have some consistency in categories throughout the Division of Student Affairs and University student surveys.

Needs assessment: This is a weak area in our assessment process. To date, we have been more focused on satisfaction with the services we provide. {needs assessment" currently happens informally, as students share their concerns and stories during coaching sessions and meeting with staff members, and as we review assessment data. Questions must be developed for our assessment that will elicit information about students' needs other than those related to the services we currently provide.

Reporting results of assessment: investigate current options at OSU for calculating assessment data. If need be, developing a system (database?) that would allow us to quantify the results of the assessments in a way that meets our needs. Improve the rating scale currently use to more accurately elicit valid responses.

Using assessment results in program planning and improvement: To date, the discussions of needs based on the results of surveys have occurred within or department.   Changes in procedures have been implemented.   We need to develop a more formalized process of goal setting implementation and documentation of changes to our procedures/services as a result of data collected from the assessment.

Appendix C

OSU Integrated Assessment Conceptualization

Academic Affairs	Finance & Administration

Student Affairs	

University-Wide Assessment	e.g., NSSE, CIRP, Bac Core, etc.
Division, College-level Assessment	e.g., Student Affairs, CoB, CLA, COE, etc.
Departmental Assessment	e.g., history, student involvement, computer science, human resources, etc.
Program Assessment	e.g., academic success, Odyssey, EAP program, etc.

University Assessment Council—chaired by an "Assessment Champion" who has credibility or can develop credibility with a substantial portion of the campus including the teaching faculty. The Council and the Chair would insure that assessment guidelines are in place and that assessment plans are integrated across the university. They would also be charged with insuring that assessment results are reported and followed-up on for continuous improvement.

Ideally, the Assessment Council would have representation from Academic Affairs, Student Affairs, and Finance and Administration.