

Oregon State UNIVERSITY OSU



14. How do you plan to live during the year? (Mark 1-5)
1. With my family or other relatives
2. Other parents' home, apartment, or room
3. Family or family friend
4. Other campus student housing
5. Other

15. In this college year, (Mark 1-5)
First choice? 1 2 3 4 5
Second choice? None 1 2 3 4 5

16. Have you had or do you feel you will need any special tutoring or remedial work in the following subjects? (Mark 1-5) (1=Not needed, 5=Very needed)
English 1 2 3 4 5
Reading 1 2 3 4 5
Mathematics 1 2 3 4 5
Social Studies 1 2 3 4 5
Science 1 2 3 4 5
Foreign Language 1 2 3 4 5

STUDENT AFFAIRS RESEARCH AND EVALUATION

Annual Report
2004-2005

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Director

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Characteristics of a Good Assessment Program

- Asks important questions
 - Reflects institutional mission
 - Reflects programmatic goals and objectives for learning
 - Contains a thoughtful approach to assessment planning
 - Is linked to decision making about the curriculum
 - Is linked to processes such as planning and budgeting
 - Encourages involvement of individuals from on and off campus
 - Contains relevant assessment techniques
 - Includes direct evidence of learning
 - Reflects what is known about how students learn
 - Shares information with multiple audiences
 - Leads to reflection and action by faculty, staff, and students
 - Allows for continuity, flexibility, and improvement in assessment
- (Palomba & Banta, 1999, p. 16)

Student Affairs Research and Evaluation

Mission and Vision

The university student experience is about learning—the kind of learning that elevates the soul, transforms the world, develops people, supports the community, and provides the foundation for the advancement of society, science, leadership, and knowledge. The Student Affairs Research and Evaluation Office aspires to enable people to understand students and student learning better and to use that understanding to improve the student experience. Focused upon delivering education about student learning, assessing student learning outcomes, and the student experience at Oregon State University, this office engages people in rich conversations about students informed by data.

The Student Affairs Research and Evaluation Office provides leadership for the Student Affairs Division with regard to the development and implementation of assessment processes directed to produce a culture of assessment within the Division. This includes coordination of Student Affairs' university-wide research activities.

“ . . . We and our students are part of an entire educational system that has developed at our institution from its teaching mission. In a system, each part affects the behaviors and properties of the whole system (Ackoff, 1995).” (cited in Huba & Freed, 2000).

History

Established only three years ago, the Student Affairs Research and Evaluation Office was commissioned to advance the educational assessment efforts of the Division of Student Affairs. Initially, this meant continuing to coordinate the administration of large scale surveys used to provide a snapshot of the OSU student experience. With the advent of a renewed Student Affairs Assessment Council, the office expanded duties to include consultation with departments regarding assessment activities and the development of a standardized format for planning as well as reporting results and actions taken. Additionally, the publication of the OSU Perspective, a quarterly newsletter containing articles informed by data on students fostered interest in the experience of students.

As others on campus have become increasingly interested in the work of the Office of Student Affairs Research and Evaluation and the Student Affairs Assessment Council, opportunities for developing and increasing the collaboration between student affairs and academic affairs has occurred.

FY 2004-2005 Successes

- Through better collaborative efforts the 2004 CIRP Freshman Survey response rate increased from about 30% to over 90%. This is the highest return rate that OSU has had since we began administering this survey.

- Successful planning and implementation of the Student Learning and Assessment Symposium at OSU. Over 200 faculty and staff members participated in the two day event. Featured presenters were Drs. Peggy Maki and Marilee Bresciani, internationally known experts in assessment of student learning.
- Because of the work being done by the Student Affairs Assessment Council over the last few years, five of our members have presented workshops on assessment in student affairs at conferences at the state, regional, and national level. (Offices represented included: Recreational Sports, Research and Evaluation, Career Services, Admissions, Registrar, and SOAR)
- Invited to be one of the schools featured in an upcoming book on best practices in assessment in Student Affairs.
- Selected to be one of three universities to participate in a case study doctoral dissertation from the University of West Virginia.
- Departmental assessment councils established and operating in many departments in Student Affairs (e.g., SHS, Rec Sports, SSD, UCPS, Registrar's Office, Admissions, UHDS).
- Consultation and collaboration with the College of Health and Human Sciences to over sample that college for the 2005 NSSE administration. This is the first college to take advantage of this partnership opportunity.
- Selected to be one of the schools to participate in the NSSE non-responders study for 2005.
- Selected to be one of the schools to participate in the National Institute of Health's Your First College Year Survey originating from HERI at UCLA.
- Student Affairs Assessment Council retreat convened to initiate additional discussion concerning learning goals for the Division of Student Affairs.
- Second iteration of departmental assessment plans submitted to Student Affairs Assessment Council for review. Seventeen plans were submitted and departments were provided with oral and written feedback about their plans along with suggestions for improvement and offers of further consultation availability.
- NASPA *NetResults* article invited and published on getting started with learning outcomes assessment in Student Affairs.
- Numerous requests for information and/or consultation from student affairs personnel across the country.
- Generally, the plans that were submitted in January, 2005 were much better done than prior plans. There are still some departments that have not engaged and time will tell if

that changes. Overall, however, the plans that were submitted were in much better shape than previous plans.

2004-2005 Goals

1. Build assessment capacity in Student Affairs departments;
2. Build sustainable assessment structures in Student Affairs departments;
3. Disseminate assessment information about students to the university community; and
4. Coordinate Student Affairs university-wide research activities.

2004-2005 Outcomes

1. Most of the Student Affairs departments will participate in the OSU Student Learning and Assessment Symposium.
2. Assessment Council participants and Student Affairs departments will demonstrate their learning and development by submitting 2004-2005 assessment plans; mean ratings will have increased from the previous year.
3. Student Affairs Department Heads and the Student Affairs Assessment Council will provide feedback and direction for further learning needs, service needs, and support for assessment.
4. Assessment plans will reflect the standard format and design developed by the Student Affairs Assessment Council.
5. Student Affairs Departments will have departmental assessment councils.
6. Publish 3 issues of OSU Perspective.
7. Publish reports for CIRP, NSSE, and FSSE during FY 05-06.
8. 2005 NSSE will be administered with approval from IRB.
9. 2005 CIRP will be administered with approval from IRB.
10. 2005 FSSE will be administered with approval from IRB.

Significant Activities and Achievements Supporting Goals and Outcomes

The portions of this report under this section contain the specific activities and achievements related to the work of the Student Affairs Research and Evaluation Office in accomplishing the outcomes listed above.

University Service

- Student Affairs Assessment Council, chair
- Institutional Review Board for the Use of Human Subjects in Research
 - Asked to serve as stand-in Chair when Chair is absent from meeting
- Retention Council—task force
- Search Committee--Health Promotion
- Search Committee—Academic Programs Assessment Coordinator positions
- Search Committee—Dean of Student Life

- Oversight Committee for Student Affairs Restructure
- University Assessment Council

Significant Collaborations

- Student Learning and Assessment Symposium, November, 2004
- Memorial Union—student employee survey data analysis and what to do next
- Mina McDaniel—Faculty Survey of Student Engagement implementation
- Bob Kerr—Greek Life perceptions survey
- Student Affairs Assessment Council—work and learning planning
- College of Health and Human Services—consulting with them on survey needs of the college and implementing NSSE over-sample
- ASOSU Legal Advocate—assessment planning and instrument development
- Invited to participate in NSSE Non-responders study
- Invited to participate in NIH study using CIRP, CSS, and YFCY data
- Worked with Dan Larsen and Justin Craig to develop curriculum that combined formal curriculum on entrepreneurship with co-curricular of residential living

OSU Perspective

Volume 3 (3) May 2005

Contents: Greater Expectations, University Assessment Council Launched, Financial Aid - Working to Help Students Succeed, So Many Outcomes So Little Time (How to Focus Your Assessment), For Further Reading.

Volume 3 (2) April 2005

Contents: OSU Students of Color Results on the National Survey of Student Engagement, Project DEEP: Documenting Effective Educational Practices, First Year Students' Opinions on Social and Political Issues, For Further Reading, Student Affairs Assessment Council Updates.

Volume 3 (1) January 2005

Contents: OSU Student Learning and Assessment Symposium A Success, Key OSU Results on the 2004 National Survey of Student Engagement, 20 Tips for Survey Design, What is the Bologna Process?, For Further Reading, Student Affairs Assessment Council Wants You!, Faculty and Students Invited to Respond to Surveys on Student Engagement in 2005

Reports Written and Disseminated

- 2003-2004 Annual Report
- SARE Assessment Plan 2004-2005

Sanderson, R. A. (2004). *Oregon State University 2003 National Survey of Student Engagement Results—Targeted Over-Sample, Students with Disabilities*. Student Affairs Research Report 03-04. Corvallis, OR: Oregon State University.

Sanderson, R. A. (2005). *Oregon State University 2004 National Survey of Student Engagement Results—OSU in general and Targeted Over-sample, Students of Color*. Student Affairs Research Report 01-05. Corvallis, OR: Oregon State University.

Sanderson, R. A. (2005). *Oregon State University 2004 Freshman Survey Results—Cooperative Institutional Research Program*. Student Affairs Research Report 02-05. Corvallis, OR: Oregon State University.

Requests for Information/Data/Consultation

Date	Information Requested	Person/Office Requesting
August, 2004	Religious preference of first year students	Tim Stover
August, 2004	data analysis for their surveys	Career Services
August, 2004	Interpreting YFCY for a report they were writing	Jill Schuster--Marketing
August, 2004	Info on YFCY survey and Marketing	Jill Schuster
September, 2005	Student employee survey interpretation	Parcella, MU
September, 2004	Information on types of assessment and examples	Michael Henthorne
September, 2004	Info about assessment symposium	Numerous emails and phone calls from personnel at area colleges and OSU
October, 2004	Info about assessment symposium	Numerous emails and phone calls from personnel at area colleges and OSU
October, 2004	Info about assessment symposium by faculty panel—individual meetings	Paul Farber, Michael Oriard, Becky Johnson, Paul Doescher
October, 2004	Information about assessment resources	Ted Hoef—Webster University, St. Louis MO
October, 2004	Interviewed about aspects of this position	Akkaraju, Padma, CSSA student
October, 2004	Anything I can send about how we do assessment	Deb Walker, Northern State University, South Dakota
October, 2004	NSSE reports	Gale Sumida, Engineering
November, 2004	Question about role of IR in assessment	Akkaraju, Padma CSSA student
November, 2004	Computer system for documenting assessment	Gina, Susie, Gary Beach, and BSG
November, 2004	Resources for advising assessment	Debbie Bird McCubbin, Forestry
November, 2004	Comments on assessment plan from Marilee	Becky Warner, Sociology
December, 2004	Comments on assessment report for MU—needs more documentation on closing the loop	Kent Sumner/student
December, 2004	Consultation with Tom Scheuermann and Dr. Justin Craig in Weatherford about collaboration with Cambridge and Harvard on assessment	Tom Scheuermann and Justin Craig
December, 2004	Interview about my work for a class project	Shelly Clark, CSSA student
December, 2004	Assistance with Financial Aid assessment plan	Barbara Cormack
December, 2004	Information about NSSE and if it relates to some assessment work they are doing in Pharmacy	Ann Zweber, Pharmacy

Date	Information Requested	Person/Office Requesting
January, 2005	NSSE 2004 results	Jill Schuster
January, 2005	Info about how much to “steal” from NSSE	Ann Zweber, Pharmacy
January, 2005	Consultation and info for Registrar’s office on Assessment	Mary Rhodes, Registrar’s office
January, 2005	Benton County United Way survey	Larry Roper
January, 2005	IRB requirements	Bob Kerr, Greek Life
January, 2005	Wanted to know about surveys we are doing—he forgot we had decided on the FSSE instead of the HERI faculty survey—Becky Johnson had mentioned that she was going to have the survey research center develop a faculty survey	Gary Beach
January, 2005	Info about NSSE and some specific questions	Becky Johnson
January, 2005	Info about student and/or faculty satisfaction surveys	Becky Johnson
January, 2005	Assessment plans	Jodi Nelson
January, 2005	Case statements	Tom Munnerlyn
January, 2005	Question about survey questions	Ann Zweber, Pharmacy
February, 2005	Question about quartiles and how to get	Barbara Cormack, FA
February, 2005	Weatherford plan and assessment	Tom Scheuermann, Justin Craig
February, 2005	Wants samples of learning outcomes from OSU student affairs	Deb Walker—Northern State Univ. South Dakota
February, 2005	Asked to participate as one of three in a case study on sa assessment	Adam Green, WVU doctoral student
February, 2005	ASOSU Legal Advocate assessment plan consult	Patricia Lacy
February, 2005	Consult with Leaders of Positive Innovation about Student Evaluation of Teaching	Guantam (Goo) and Bob
February, 2005	Consult with Dave Visiko about assessment projects for Peer Health Advocates	Dave Visiko
February, 2005	Student Conduct survey	Rem Nevins
February, 2005	Weatherford assessment plan	Tom Scheuermann, Justin Craig
February, 2005	Consult with Scott Etherton, Dan Schwab, Rem about survey instrument and process	SCMP staff
February, 2005	Review of assessment plan for Career Svcs	Lee Ann Baker
February, 2005	Info about Assessment Audit from Netresults article	Luther College, IA (Eric and Mark)
March, 2005	ASOSU Legal Advocate assessment plan consult (2)	Patricia Lacy
March, 2005	Weatherford assessment	Tom Scheuermann, Justin Craig
March, 2005	Info from NSSE about SR participation in internships, study abroad, community service, research with faculty	Becky Johnson, Interim VP for Academic Affairs
March, 2005	Info about FSSE for master’s student who is doing some survey research of faculty	Connie Reyfuss
March, 2005	Info about surveys and schedule	Gary Beach/Kim Clark
March, 2005	Info about our process and some of our forms—referred to me by Jackie Balzer	Cal State-Chico, Don Graham Assoc. VP St. Affairs

Date	Information Requested	Person/Office Requesting
March, 2005	Info for metrics for OSU regarding experiential learning and diversity taken from NSSE and FSSE	Gary Beach/Kim Clark
April, 2005	Assessment info	Deb Walker from Northern University in SD
April, 2005	Weatherford learning outcome/process	Dan Larson
April, 2005	Info on diversity metrics for OSU	Gary, Kim, TerryI
April 2005	NSSE and FSSE info	TerryI Ross
April, 2005	Info about Native American students	Howard Gelberg, Vet Med Dean
May, 2005	Info on 2002-2003 NSSE to use to compare 2003-2004 data—however questions had changed so I suggested they not compare apples and oranges	Kim Clark, Gary Beach
May, 2005	Info about alumni survey	Mike Quinn, Engineering
May, 2005	Info about NSSE and FSSE for planning	Leslie Richardson, HDFS
May, 2005	Help with Weatherford learning outcomes/planning	Dan Larson
May, 2005	Help with their articulation of information literacy outcomes	Anne-Marie Deitering--Library
May, 2005	Info from NSSE for strategic plan/college info	Gary Beach, Kim Clark
May, 2005	Info about Native American students	Howard Gelberg—Vet Med
May, 2005	Info about survey for FA	Barb Cormack
May, 2005	Weatherford learning outcome/process	Dan Larson
May, 2005	Consult with Rec Sports about their plan and process to date	Sheila Evans
May, 2005	HDFS info on NSSE for use in diversity plan	Leslie Richards
June, 2005	Weatherford learning outcome/process	Dan Larson
June, 2005	Registrar's office consult on assessment plan	Mary Rhodes, Heather Chermack, Tom
June, 2005	CSSA 506 class—rate & discussion assessment projects	Jessica White
June, 2005	Benchmarks for Colleges on NSSE Engagement Index	Gary Beach, Kim Clark
June, 2005	Serve as evaluator for NSF Grant (declined offer)	Toni Doolin, Engineering
June, 2005	Help with Weatherford Learning Outcomes/process	Dan Larson

Publications and Invited Presentations

Sanderson, R. A. (2004). Where do we start with student learning outcomes? NetResults, September 29, 2004 (<http://www.naspa.org/netresults/index.cfm>)

Oregon ACRAO Conference in Bend, OR
 Presentation: Assessment and Learning Outcomes: What is our Role?
 Rebecca Sanderson, Rosemary Garagnani and Mary Rhodes

Invited to participate in a book on best practices in student affairs assessment.
 Publication date in Fall, 2005

Measuring Program Outcomes (2005) Invited presentation by Benton County United Way

Presentations to Campus and Off-Campus Groups

Date	Topic	Audience	Number
9-16-04	Greek Perception Survey results	Greek leadership retreat	42
1-11-05	Assessment Plans	Registrar's Assessment Committee	6
1-26-05	Writing Student Learning Outcomes	Student Affairs Personnel	13
2-3-05	Writing Learning Outcomes	Legal Advocacy staff	3
2-8-05	What's happening with students	Rec Sports leadership staff	24
3-9-05	NSSE results	Academic Advising Council	20
4-7-05	Assessment methods	Student Affairs personnel	10
4-12-05	Assessment methods	Student Affairs personnel	2
4-13-05	Importance of CIRP data	START leaders	25
4-14-05	Assessment methods	Student Affairs personnel	5
5-25-05	Measuring Program Outcomes	Benton County United Way grantees	30
		Total	180

Assessment of Student Affairs Research and Evaluation

Assessment of the work of the Research and Evaluation office occurred through several means. The results of each will be summarized and followed by some general points for further reflection.

SARE Survey

Again, this year, the services of the Student Affairs Research and Evaluation Office were rated very highly by the users of this service. Specific survey questions and results are contained in Appendix A. Service areas that have declined in use according to respondents included: NSSE report, OSU Perspective, and Consultation. At this time, the reasons for this stated decline are unclear. For the OSU Perspective, the notification method changed drastically during this year from last year. Prior to this year, notification was sent out all over campus via the all OSU email list. This year however, the notice was only listed in the OSU Today publication. Counts of "hits" on the web page suggested that the readership had declined campus-wide. There was some improvement when the notice was repeated in OSU Today for three days instead of only one day. Since OSU Today was a new communication tool at OSU, it remains to be determined whether this will be an effective method of communicating with the OSU community.

While respondents indicated that they had used consultation less than in previous years, consultation actually increased overall. Much of the consultation however was not directed at student affairs departments but more for specific projects undertaken by staff or students. This was somewhat of a shift from consulting on assessment planning to address specific surveys, methodologies, or data analysis issues.

The decline in use and satisfaction with the NSSE report is difficult to understand. Since OSU's results have not changed appreciably over the time that it has been used at OSU, some of the decline may be attributed to not having anything new to say about student engagement. There may also be some difficulty for departments to consider how their work influences the results of the instrument as well.

Overall, respondents indicated that the work of the SARE office has influenced them to discuss assessment and to increase their degree of involvement and to use data in their decision-making more frequently than in the past.

Assessment Plan Review

Generally those departments that submitted a plan for review by the Assessment Council had made substantial improvements from the previous plan. Even in the cases of those departments who had just begun the process, there had been consistent and substantial work done. While only 67% of the departments in Student Affairs provided a plan in January, (versus 83% in the previous year) several were in process and will likely submit their plans in the next cycle. Additionally, the student life organization has been somewhat in flux which may have created some delay in assessment planning.

Feedback on the process collected both in meetings and also via survey, indicated that department heads who participated in the review found it to be very helpful to them. The same was not the case for the members of the Assessment Council. Comments suggested that the large group review with the plan writer and the department head in the same group was uncomfortable and that a smaller group format, perhaps meeting with the department before the review and then meeting in the department to do the review. This feedback will be addressed in the next iteration of the plan review process.

Publication of the OSU Perspective and 3 Research Reports

Three issues of the OSU Perspective were published this academic year though the first issue did not appear until January. The timing of these issues remains difficult because of other writing responsibilities and the dearth of articles submitted by other Student Affairs departments. Nevertheless, three issues were produced; however, the new distribution method, appeared to reduce the readership as mentioned previously.

The reports for the NSSE and CIRP were published and IRB approval was received for the NSSE, CIRP, and FSSE administrations for 2005. The data from these surveys will be received in 2005-2006.

Student Affairs Assessment Council

The Student Affairs Assessment Council (SAAC) continues to be a vibrant force behind the assessment energy in the division. Many of the highlights of this year are directly attributable to the SAAC. For example in November, 2004, the SAAC provided to the OSU community the Student Learning and Assessment Symposium. This was the culmination of months of work by the SAAC. The visibility and the momentum of this event influenced the entire year as discussions continued about students and student learning. By the end of the year, a University Assessment Council had been appointed. The leadership of the Student

Affairs Assessment Council was instrumental in continuing the forward motion of the university assessment agenda.

Another success this year was the implementation of the assessment plan review process. As a new venture, the process had some “bugs” but overall the experiment was a success. There will be some refinement to the process in this coming year based upon feedback from both council members and department heads. The learning from this experience was tremendous and will help to inform our further efforts.

Somewhat of a bi-product of the work of the council was the extension of our learning to other venues. Five members of the council presented at regional, national, or statewide conferences on the work of the council and their departments on assessment. This extension of their learning to others is a significant milestone for the group members. Additionally, Oregon State University Division of Student Affairs has been selected as one of three universities to be part of a case study dissertation on best practices in assessment in Student Affairs. While the research will not occur until the Fall, members are enthusiastic to participate. Additionally, OSU participated in the development of a book on best practices in student affairs assessment. This book is scheduled to be published early in the fall as well. Thus, the membership of the council is beginning to be noticed nationally for their work and leadership in the area.

Most of all however, the council continues to be invested in the work, collegial in their interactions, and caring in their commitment to each other and to learning together. This learning community continues to thrive and in the fall will be joined by at this time three new members—additions to the council rather than replacements.

Challenges and Opportunities

This section begins with Challenges since every challenge also carries with it an opportunity to be realized.

Challenges

- Primarily, the largest challenge is to manage the requests for consultation and assistance with plan development and instrumentation along with the research tasks involved in administering the national surveys. As this office has increasing demand for assistance and research needs, this will be an even greater challenge. At this time, the possibility of a graduate assistant is appealing but in some ways continuity is needed in order to continue to build. Such continuity would not be possible with graduate assistants. In truth, I have not stepped back enough to be able to consider specific projects that could be managed by a graduate assistant and that would provide me opportunities to do more consultation, workshop development, and responding to data needs.
- While we do a great job with the national surveys that we administer, there are other research needs that we have as a division and that could be done from this office (e.g., development of a survey that might take the place of all the departmental surveys that are cluttering the emails of students) but capacity is an issue. Also, there is a need to help departments analyze their data to make the best sense of it

and then to use it in their decision-making and in how they show their results/communicate, etc.

- Keeping up with my own professional reading in order to continue to lead and to be able to provide information and help to the assessment councils (Student Affairs and University) and departments.
- Determining a community of practice and professional development opportunities and conferences that will further my own development in this field. This is in addition to maintaining the continuing education requirements for my license in psychology.
- Continuing to encourage involvement in assessment from departments which have not found ways in which to engage. One year ago about 83% of Student Affairs departments had submitted a plan. This year (January) only 67% submitted a plan. Some of it may have been due to the timing. It will be interesting to see how this fares in January, 2006.

Opportunities

- Working with the Student Affairs Assessment Council to continue to improve the assessment efforts of departments in the division.
- Becoming involved in the University Assessment Council as they try to develop a structure to support assessment throughout the university.
- Developing new ways to measure the kinds of learning that occurs in student affairs departments.
- As national surveys move to a rotating schedule, working with departments to develop assessment questionnaires for local administration that addresses some of the issues being duplicated by many departments in the division.
- Developing training materials that departments can use at their own pace.
- Refining systems and processes in order to continue the learning and to help assessment become a standard practice that is documented and used for continuous improvement.

Decisions and Next Steps

In the coming year, there are several “next steps” which will be undertaken. Some are in process now and others will be initiated as the year unfolds. In addition to duties that have now become more routine (e.g., writing up the NSSE, FSSE, and CIRP data, publishing the OSU Perspective, etc.), Student Affairs Research and Evaluation will:

1. Develop and distribute an Assessment Handbook for use by departments in the division. It will provide basic information about getting started as well as some ideas and suggestions for assessment methods, and ways to begin to cluster data. Additionally, it will include the learning goals for the division (developed by the SAAC)

and areas for assessment of service quality based upon the literature and utilizing a gap analysis of the findings.

2. Continue to work with the Assessment Council to refine the Learning Goals for the Division, including working with departments on their implementation and measurement.
3. Working with Student Affairs departments on the implementation of the new web software for posting and keeping track of assessment information/plans.
4. If selected, coordinate OSU's participation in the Leadership Survey coming out of Maryland.
5. Work with Student Affairs departments to begin to develop a first year student survey to use during START on years we do not administer the CIRP.
6. Continue OSU's participation in the NIH study from HERI. This is a multi-year commitment.
7. Attend at least one national conference focused on Assessment and Student Learning as a way in which to continue to meet professional development needs.

“It is essential for any organization, academic or not, to assess the extent to which individual work contributes to collective needs and priorities. No organization can function effectively as a collection of autonomous individuals in which everyone pursues personal priorities and the overall achievements consist, in essence, of a casual, non-optimal aggregate of activities. If universities are to have the resilience and adaptability they will need in the decades to come, they must find better ways to make individual faculty member’s work contribute to common organizational needs, priorities, and goals.” Ernest Lynton, 1998 (cited in Maki, 2004)

Appendix A

Departmental Assessment Plan FY 2004-2005

Date: January 14, 2005

Department: Student Affairs Research and Evaluation

Director: Rebecca A. Sanderson, Ph.D.

Assessment Contact: same as above

Email: Rebecca.sanderson@oregonstate.edu

Phone: 541-737-8738

Statement of Vision and Mission:

The university student experience is about learning--the kind of learning that elevates the soul, transforms the world, develops people, supports the community, and provides the foundation for the advancement of society, science, leadership, and knowledge. The Student Affairs Research and Evaluation Office aspires to enable people to understand student learning better and to use that understanding to improve the student experience. Focused upon delivering education about student learning, assessing student learning outcomes, and the student experience at Oregon State University, this office engages people in rich conversations about students informed by data.

The Student Affairs Research and Evaluation Office provides leadership for the Student Affairs Division with regard to the development and implementation of assessment processes directed to produce a culture of assessment and continued improvement within the Division.

Statement of Goals:

1. Build assessment capacity in Student Affairs departments
2. Build sustainable assessment structures in Student Affairs
3. Disseminate assessment information about students to the university community
4. Coordinate Student Affairs' university-wide research activities

Statement of Outcomes:

Goal 1: Build assessment capacity in Student Affairs departments

- Outcomes:
- A. Most of the Student Affairs departments will participate in the OSU Student Learning and Assessment Symposium
 - B. Assessment Council participants and Student Affairs departments will demonstrate their learning and development by submitting 2004-2005 assessment plans by January 14, 2005; mean rating of plans will have increased from previous year.
 - C. Student Affairs Department Heads and the Student Affairs Assessment Council will provide feedback and direction for further learning needs, service needs, and support for assessment.

Goal 2: Build sustainable assessment structures in Student Affairs

- Outcomes:
- A. Assessment plans will reflect the standard format and design developed by the Student Affairs Assessment Council.
 - B. Student Affairs Departments will have departmental assessment councils.

Goal 3: Disseminate assessment information about students to university community

- Outcomes:
- A. Publish 3 issues of OSU Perspective
 - B. Publish reports for CIRP and NSSE during FY 04-05

Goal 4: Coordinate Student Affairs' university-wide research activities

- Outcomes:
- A. 2005 NSSE will be administered with IRB approval
 - B. 2005 CIRP will be administered with IRB approval
 - C. 2005 FSSE will be administered with IRB approval

Evaluation Methods:

Goal 1, Outcome A: Count departments represented at: OSU Student Learning and Assessment Symposium Success if 60% of departments have participated

Goal 1, Outcome B: Count number of assessment plans submitted. Measure quality of plan using rubric. Success if at least 75% of Student Affairs Departments submit plans with a mean rating higher than or equal to the previous year's rating.

Goal 1, Outcome C: Using survey assess satisfaction, use of service, influence on department, continuing departmental needs. Success: If 80% of respondents using services in Section A are satisfied or very satisfied; If 80% of respondents in Section C have a mean rating of 2 across all categories; In Section B if respondents provide needs that can be used to structure educational programs to further the assessment learning agenda.

Goal 2, Outcome A: Assessment plans will reflect the standard format and design developed by the Student Affairs assessment Council. At least 60% of those submitted.

Goal 2, Outcome B: Student Affairs Departments will have departmental assessment council or some sort of standing committee designed to support departmental assessment. Success if 50% of departments have this.

Goal 3, Outcome A: Count number of OSU Perspectives published in FY 04-05. Success if 3 issues are published

Goal 3, Outcome B: Count number and type of reports of university-wide surveys published in FY 04-05. Success if executive summary and full report are completed for CIRP, NSSE.

Goal 4, Outcome A: Document IRB approval and that the 2005 NSSE survey was administered

Goal 4, Outcome B: Document IRB approval and that the 2005 CIRP survey was administered

Goal 4, Outcome C: Document IRB approval and that the 2005 FSSE survey was administered

Implementation of Assessment:

Goals	Outcomes	Method	Time	Who Responsible
1. Build capacity	A. Count departments represented at: OSU Student Learning and Assessment Symposium Success if 60% of departments have participated	A. Count	November, 2004	Rebecca Sanderson
	B. Assessment plans will reflect the standard format and design developed by the Student Affairs assessment Council. At least 50% of those submitted.	B. Count and use of rubric	Sept/Oct, 2004	Rebecca Sanderson and members of assessment council
	C. Feedback and direction from SADH and SAAC	C. Survey	June, 2005	Rebecca Sanderson
2. Build structure	A. Assessment plans will reflect the standard format and design developed by the Student Affairs assessment Council.	A. At least 60% of those submitted.	Sept/Oct, 2004	Rebecca Sanderson
	B. Student Affairs Departments will have departmental assessment councils or some sort of standing committee designed to support departmental assessment.	Success if 50% of departments have this.	June, 2005	Rebecca Sanderson

Goals	Outcomes	Method	Time	Who Responsible
3. Disseminate info	A. Publish 3 issues of OSU Perspective	A. Count number of OSU Perspectives published	Oct., Feb, May	Rebecca Sanderson
	B. Publish reports for CIRP, NSSE, and FSSE during FY 04-05	B. Count number and type of reports of university-wide surveys published in FY 04-05	Dec, Feb, March	Rebecca Sanderson
4. Coordinate	A. 2005 NSSE will be administered with IRB approval	A. Document IRB approval and the survey was administered	Jan-May, 2005	Rebecca Sanderson
	B. 2005 CIRP will be administered with IRB approval	B. Document IRB approval and the survey was administered	June-Aug, 2005	Rebecca Sanderson
	C. 2005 FSSE will be administered with IRB approval	C. Document IRB approval and the surety was administered	Jan-May, 2005	Rebecca Sanderson

Results:

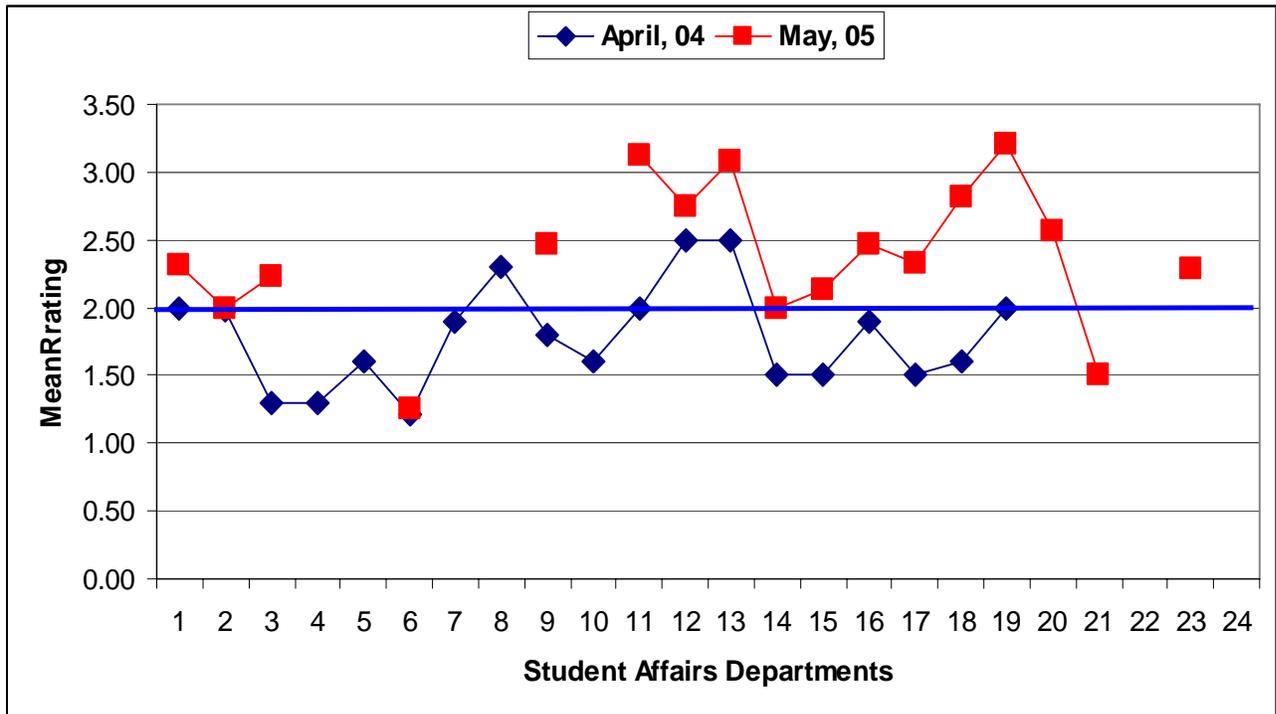
The Student Learning and Assessment Symposium in November, 2004 was a great success. Nearly all of the Student Affairs departments participated in some part of the symposium which far exceeded the expected attendance in Goal 1, Outcome 1. Additionally many student affairs departments collaborated to successfully deliver this symposium. As is often the case, attendance at these larger events, where speakers are brought to campus, tends to yield a larger audience than a workshop series delivered by a local person. Nevertheless, the entire symposium was well attended and valuable for the division and the university.

An area of development that continues to progress is that of assessment planning and documentation of efforts. During this year, Student Affairs departments completed initial plans and had them reviewed in April, 2004. The next iteration of the plan was due in January, 2005. The following chart provides information about how the plans rated in terms of progress as well as the departments that had plans for the January review.

In the figure below, note that some departments submitted plans in April but did not submit plans for the 2004-2005 year in January. In fact 83% of departments submitted plans for 2003-2004 but only 67% submitted plans for 2004-2005. This suggests that for several units in the division the process of assessment is not yet integral to their day-to-day thinking and work. Notice also however that of those departments that did submit plans for 2004-2005, the plan ratings improved appreciably. While this could in part be due to the change in rating procedures, it likely is some combination of the two.

Review of Assessment Plans 2003-2004 and 2004-2005

(1 = Beginning, 2 = Developing, 3 = Accomplished, 4 = Exemplary)



Note that most of the plans are moving along nicely. Approximately 63% of the plans submitted for 2005 were rated as “Developing” while most of the plans submitted in 2004 were rated as “Beginning”. Currently, the goal is to get every plan to a two rating with eventual ratings in the three or four area according to the rubric used. Some of the increase in rating may be due to having different raters however; these raters had to agree on a rating so there is some internal consistency. Additionally, in a brief scan of plans, they appear to be better articulated in terms of goals and outcomes and less well articulated in terms of methods and use of the data. Since assessment is viewed as a developmental process, it seems logical that the later stages of plan development would be less well developed than the first phases.

The following table provides another way in which to view this same data:

Review of Assessment Plans 2003-2004 and 2004-2005

(1 = Beginning, 2 = Developing, 3 = Accomplished, 4 = Exemplary)

Student Affairs Department/Office Code #	April, 04 Rating	January, 05 Rating
1	2.00	2.32
2	1.98	2.00
3	1.30	2.23
4	1.30	None submitted
5	1.60	None submitted
6	1.21	1.25
7	1.90	None submitted
8	2.30	None submitted
9	1.80	2.47
10	1.60	None submitted

Student Affairs Department/Office Code #	April, 04 Rating	January, 05 Rating
11	2.00	3.13
12	2.50	2.75
13	2.50	3.08
14	1.50	2.00
15	1.50	2.14
16	1.90	2.47
17	1.50	2.33
18	1.60	2.82
19	2.00	3.21
20	None submitted	2.56
21	None submitted	1.50
22	None submitted	None submitted
23	None submitted	2.29
24	None submitted	None submitted
Mean rating of those that submitted plan	1.70	2.22
Percent of Student Affairs Departments Submitting Plans	83%	67%

Thus, based upon these results, fewer departments submitted plans which suggests that sustaining the plan is problematic for some. Secondly, those that did submit plans tended to score better on the second iteration than on the first. This would be expected given the degree of coaching, consultation, etc. that occurred with these departments over the course of the year.

As has been the case in other years, some departments have embraced the assessment process while others have not. For those who have consistently worked at it, their plans are becoming more and more meaningful to them.

The issue of measurement and analysis continues to pose a problem for many departments who do not have someone on staff who can summarize the data in ways that allow better analysis and use of the data in decision-making. The development of methodologies also creates some problems since there are few established instruments or methods for learning outcome measurement in the field.

Generally, the plans that were provided to the Assessment Council for review followed the standard format designed and developed by the Assessment Council. In the future, this will likely not be an issue since the software for posting assessment plans to the web will use the standard format and thus departments will be forced to align their plans with the format provided.

The development of Assessment Committees in departments has begun to flourish especially in departments with large numbers of professional employees. For example, the following departments have active assessment committees: Recreational Sports, Student Health Services, Housing and Dining, Registrar's Office, Admissions Office, and University Counseling and Psychological Services. Other departments include the entire staff in the planning and implementation of assessment (e.g., Services for Students with Disabilities, Career Services). As the success of these efforts continues, they will become models for other departments. These departmental committees will also need to be sustained and nourished as they work at the departmental level. Additionally, several departments have begun to ask about having representatives on the Assessment Council. In the last month, the Dean of Student Life Office has asked two folks to join the council and represent them in the assessment efforts. Both have agreed and will be joining us at the next meeting. Additionally, several departments have asked to be added to the Assessment Council announcement list. Thus interest continues to grow and as new

members are included in the communication, opportunities for continued influence on the assessment process in student affairs will increase.

Lastly, in terms of publishing reports and newsletters, all reports and three newsletters were published during this fiscal year and most were posted on the Student Affairs Research and Evaluation web page. Further the following surveys were administered during this academic year: NSSE, CIRP, and FSSE. The data for these surveys will arrive at OSU near the first of September for NSSE and FSSE and close to December for the CIRP.

Additionally, the results of the end of the year survey distributed to Assessment Council members and Student Affairs Leadership Team members suggested that within departments there is more discussion about assessment, more resource being dedicated to assessment and some increase in using data for decision-making. This suggests that departments are continuing to move toward assessment and to continue to develop in this manner.

Decisions and Recommendations:

Based upon this data and discussions with the Assessment Council and others over the year, the following decisions have been made:

1. Pursue some way in which to increase readership of the OSU Perspective both within student affairs and outside of the division.
2. Overall users of services have been satisfied; however, many department heads and assessment council members do not use the available information, this may need to be explored further.
3. Continue educational opportunities for Student Affairs personnel.
4. Continue consulting services as these seem to have been highly successful.
5. Continue to provide encouragement, suggestions, etc. to departments who are beginning the process.

Appendix B

Results of the Student Affairs Research and Evaluation Assessment Survey July, 2005

Administered on the web using OSU Central Web Services Survey tool during a 2 week period in late June and early July, 2005.

Number of individuals surveyed: 46

Number of returned surveys: 19

Return rate: 41%

1. Please indicate those services that you have used during the 2004-2005 year and your degree of satisfaction:

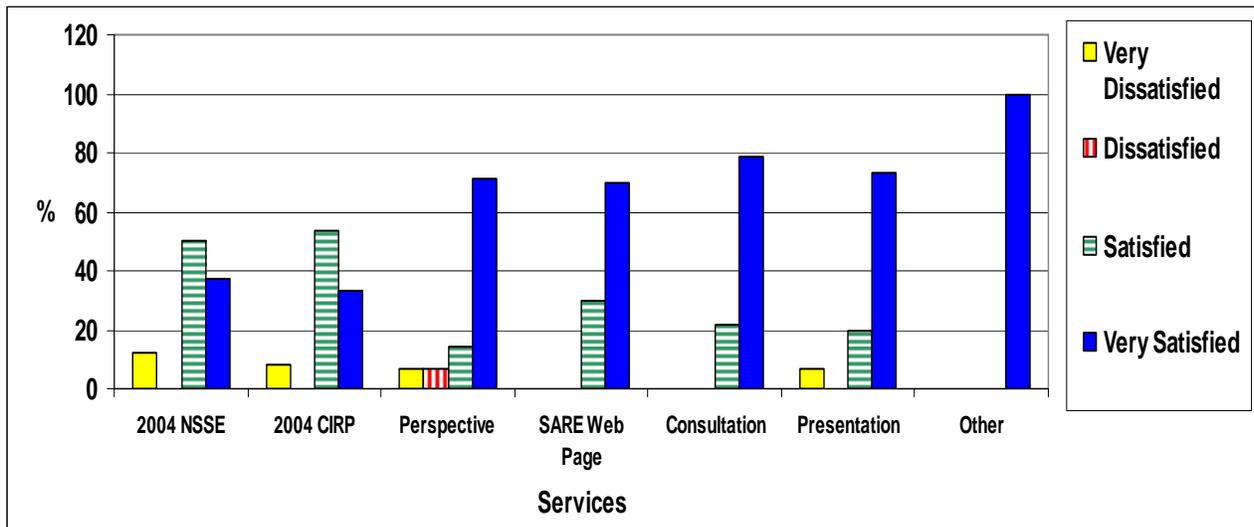
Services Used and Degree of Satisfaction 2003-2005

(1 = Very dissatisfied, 2 = Somewhat dissatisfied, 3 = Somewhat satisfied, 4 = Very satisfied)

Service	Used		Somewhat or Very Satisfied		Mean	
	03-04	04-05	03-04	04-05	03-04	04-05
NSSE Report	50%	47%	83%	89%	3.1	3.1
CIRP Report	57%	68%	100%	92%	3.4	3.2
OSU Perspective	100%	74%	92%	86%	3.7	3.5
SARE Web Page	50%	53%	71%	100%	3.3	3.7
Consultation	93%	74%	92%	100%	3.8	3.8
Presentation	64%	79%	89%	93%	3.7	3.6
Other	NA	5%	NA	100%	NA	4.0

Of those who had used the various services during the 2004-2005 year, the following graph contains their ratings of each service delivered. Generally speaking all services were rated very highly by participants. Perhaps the only service that may need some additional attention in the coming year is the OSU Perspective.

Services Used and Degree of Satisfaction 2004-2005



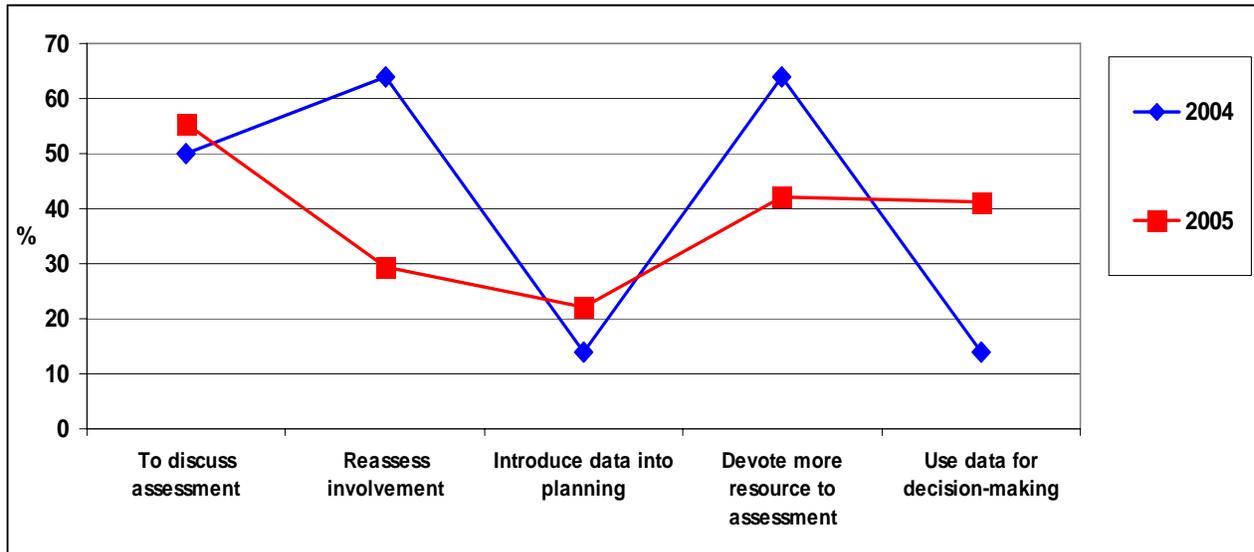
2. The work of the Student Affairs Research and Evaluation Office has:

(frequently = 4, occasionally = 3, rarely = 2, never = 1)

	Frequently	Occasionally	Rarely	Never	Mean
Influenced by department to discuss departmental assessment issues	63%	37%	0%	0%	3.6
Influenced my department to reassess our involvement in assessment	56%	39%	6%	0%	3.5
Influenced my department to introduce available data into our planning process	29%	59%	12%	0%	3.2
Influenced my department to devote more time and resources to assessment	42%	47%	5%	5%	3.3
Influenced my department to use data that is available for decision-making	41%	47%	12%	0%	3.3

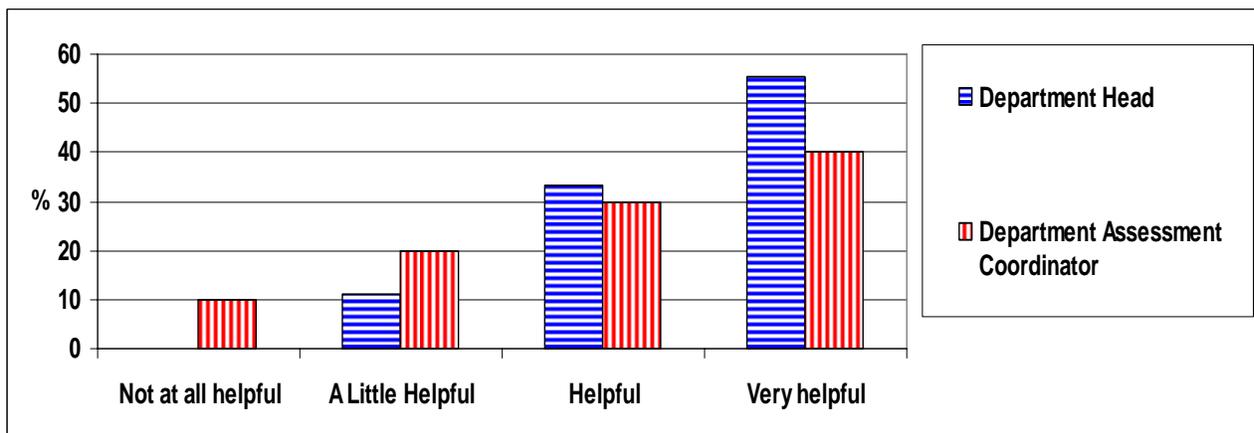
The SARE Office strives to influence departments to increasingly engage in assessment as a way in which to continually improve services. The graph below contains information that suggests that departments have increased some of their discussion about assessment issues as well as introducing and using data more often in their planning and decision-making. While it is beyond the scope of this survey to ascertain how or what information is being used in these processes, it does suggest that there is some attention to data as these discussions occur which suggests development in the assessment area.

Comparison of 2004 and 2005 Responses Work of SARE Office Frequently Influenced My Department



3. During this year, the departmental assessment plans were reviewed by teams from the Student Affairs Assessment Council. How helpful were these reviews to you as the:

Degree of Helpfulness of Assessment Plan Reviews



Generally, these results suggest that the assessment plan reviews were more helpful to department heads than to the departmental assessment coordinators. Perhaps the dynamic of having the coordinator and department head together receiving the feedback placed the coordinators in awkward and potentially a public evaluative situation. While that was not intended, that nevertheless could have occurred which likely did not enhance the learning environment for the coordinator.

It is important to note however, that most of the department heads that were involved found the discussion and review helpful to them. This may have something to do with their own

learning and need for feedback in terms of the departmental assessment efforts. Since many of the departmental assessment coordinators are also members of the Student Affairs Assessment Council, their learning and sharing within the group have provided them on-going feedback as well as learning opportunities that department heads have not experienced.

4. Comments from 2005 SARE Assessment Survey

Suggestions to Improve Assessment Plan Review Process

Presentations at the group did not seem helpful, little of substance was said. I think small group settings would be better. It was very hard to get the review team together. Everyone had busy schedules. It would be nice to see most of the assessment report, to get ideas and have comparison.

I would suggest that review teams meet first with the department and then the department present the plan and feedback comments jointly with the review team. I am not sure I learned as much from the process this year.

I do not see the need for review in a large group. It felt awkward to disclose information about areas or the report to others who have not read it. It felt strange on both sides, as a reviewer and as an observer.

Better understanding of qualitative measures.

Not reviewed in the whole council - the individual review was most helpful and least intimidating.

This was great help and don't know how it can be improved on but it was a turning point for my involvement because staff from my department heard what I had been saying from someone else and - BEHOLD - they endorsed it!

Comments/suggestions for the SAAC

(none provided)

Other feedback for SARE office

I have enjoyed the outside speakers. Their different perspective, from the outside, was helpful.

Support and guidance has been phenomenal. Could not have accomplished what we have without your help.

Good and much needed work. Rebecca is extremely helpful and has a great perspective to share with departments.

Description of other services used

Assessment Council feedback

Consultation with Rebecca about the UCPS assessment plan

Description of other services needed

Having members of the Assessment Council review my assessment plan was the most helpful of all.

Opportunities to continue learning and sharing our knowledge and ideas. Help in becoming more sophisticated in our assessment plans and efforts.

Staff workshops

I know that Rebecca summarized the two national surveys at OSU but I would benefit by know how she feels that information fits or can benefit each individual unit. Now that she has our Assessment Plans for 2004-05 I think this should be possible.

What training needs do you have?

Assistance in reporting. I have so much data I don't know what to do with it.

Research and survey methods

Maybe more visible support from the department head level - I feel like I have heard it but feel some resistance from other staff members who feel like they already know it all because of what they have learned in course work. Well, this has similarities but is different.

5. Thoughts and Reflections Based Upon the Results of this Survey

--The rating of the SARE website has improved which is good news. Last year a commitment was made to continue to improve the site. These ratings seem to suggest that the site was in fact improved according to user ratings.

--The OSU Perspective's ratings have fallen some. There may be some need to focus articles based upon departmental assessment data or perhaps the ways in which OSU data could be used by departments. This deserves more thought.

--Revisions are needed in terms of the assessment plan review process. While directors generally found the feedback helpful, departmental coordinators did not have as good a reaction. It may be important to provide feedback to the departmental coordinators in a different format; however, there also does seem to be some value in providing feedback to department heads as well.

Appendix C

Departmental Assessment Plan 2005-2006

Date: July 26, 2005

Department: Student Affairs Research and Evaluation

Director: Rebecca A. Sanderson, Ph.D.

Assessment Contact: same as above

Email: Rebecca.sanderson@oregonstate.edu

Phone: 541-737-8738

Statement of Vision and Mission:

The university student experience is about learning--the kind of learning that elevates the soul, transforms the world, develops people, supports the community, and provides the foundation for the advancement of society, science, leadership, and knowledge. The Student Affairs Research and Evaluation Office aspires to enable people to understand student learning better and to use that understanding to improve the student experience. Focused upon delivering education about student learning, assessing student learning outcomes, and the student experience at Oregon State University, this office engages people in rich conversations about students informed by data.

Mission: *The Student Affairs Research and Evaluation Office provides leadership for the Student Affairs Division with regard to the development and implementation of assessment processes directed to produce a culture of assessment and continued improvement within the Division.*

Statement of Goals:

1. Build assessment capacity in Student Affairs departments
2. Build sustainable assessment structures in Student Affairs
3. Disseminate assessment information about students to the university community
4. Coordinate Student Affairs' university-wide research activities

Statement of Outcomes:

Goal 1: Build assessment capacity in Student Affairs departments

Outcomes:

- A. Assessment Council participants and Student Affairs departments will demonstrate their learning and development by submitting completed 2005-2006 assessment plans including results and decisions/recommendations (for 2004-2005 if available) by January 15, 2005.
- B. Assessment Council participants and Student Affairs departments will demonstrate their learning and development by submitting 2005-2006 assessment plans by January 15, 2005; mean rating of plans will have increased from previous year.

Goal 2: Build sustainable assessment structures in Student Affairs

Outcomes:

- A. Student Affairs Departments will demonstrate their learning by using the web software to post plans.

Goal 3: Disseminate assessment information about students to university community

Outcomes:

- A. Publish 3 issues of OSU Perspective
- C. Publish reports for CIRP, NSSE and FSSE during FY 05-06

Goal 4: Coordinate Student Affairs' university-wide research activities

Outcomes:

- A. If selected will administer Maryland Leadership Survey with IRB approval
- B. 2006 CIRP will be administered with IRB approval

Evaluation Methods:

Goal 1, Outcome A Count number of completed 2004-2005 assessment plans submitted. Success if at least 80% of Student Affairs Departments submit plans.

Goal 1, Outcome B: Measure quality of plan using rubric. Success if at least 75% of Student Affairs Departments submit plans with a mean rating higher than or equal to the previous year's rating.

Goal 2, Outcome A: Student Affairs Departments will demonstrate their learning by using the web software to post plans. Success if all departments with plan post them to the web.

Goal 3, Outcome A: Count number of OSU Perspectives published in FY 05-06. Success if 3 issues are published

Goal 3, Outcome B: Count number and type of reports of university-wide surveys published in FY 05-06. Success if executive summary and full report are completed for CIRP, NSSE and FSSE.

Goal 4, Outcome A: Document IRB approval that the Maryland Leadership Survey was administered (if selected)

Goal 4, Outcome B: Document IRB approval and that the 2006 CIRP survey was administered

Implementation of Assessment:

Goals	Outcomes	Method	Time	Who Responsible
1. Build capacity	A. Assessment Council participants and Student Affairs departments will demonstrate their learning and development by submitting completed 2005-2006 assessment plans including results and decisions/recommendations by January 15, 2005.	A. Count	January/Feb, 2006	Rebecca Sanderson
	B. Assessment Council participants and Student Affairs departments will demonstrate their learning and development by submitting 2005-2006 assessment plans by January 15, 2005; Mean rating of plans will have increased from previous year.	B. Use of rubric	January/Feb, 2006	Rebecca Sanderson and members of assessment council
2. Build structure	A. Student Affairs Departments will demonstrate their learning by using the web software to post plans.	A. Review of assessment plans posted on the web	Spring, 2006	Rebecca Sanderson
3. Disseminate info	A. Publish 3 issues of OSU Perspective	A. Count number of OSU Perspectives published	Oct., Feb, May	Rebecca Sanderson
	B. Publish reports for CIRP, NSSE, and FSSE during FY 05-06	B. Count number and type of reports of university-wide surveys published in FY 05-06	Dec, Feb, March	Rebecca Sanderson

Goals	Outcomes	Method	Time	Who Responsible
4. Coordinate	A. Maryland Leadership Survey administered if chosen	A. Document IRB approval and the survey was administered	Jan-May, 2006	Rebecca Sanderson
	B. 2005 CIRP will be administered with IRB approval	B. Document IRB approval and the survey was administered	June-Aug, 2006	Rebecca Sanderson

Results:

Decisions and Recommendations:



Many thanks to the members of the Student Affairs Assessment Council for their great spirit, warm hearts, and tremendous work ethic.



While not all of the members are pictured here, their contributions are nevertheless valued—even if they are a little camera shy.



For more information contact:
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http://oregonstate.edu/admin/student_affairs/research/res_introduction.html