

Oregon State
UNIVERSITY

Student Affairs Research and Evaluation

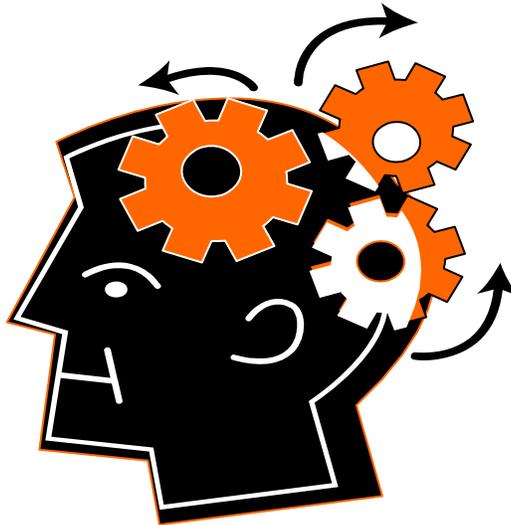
Annual Report

FY 2006-2007

Presented by

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Director

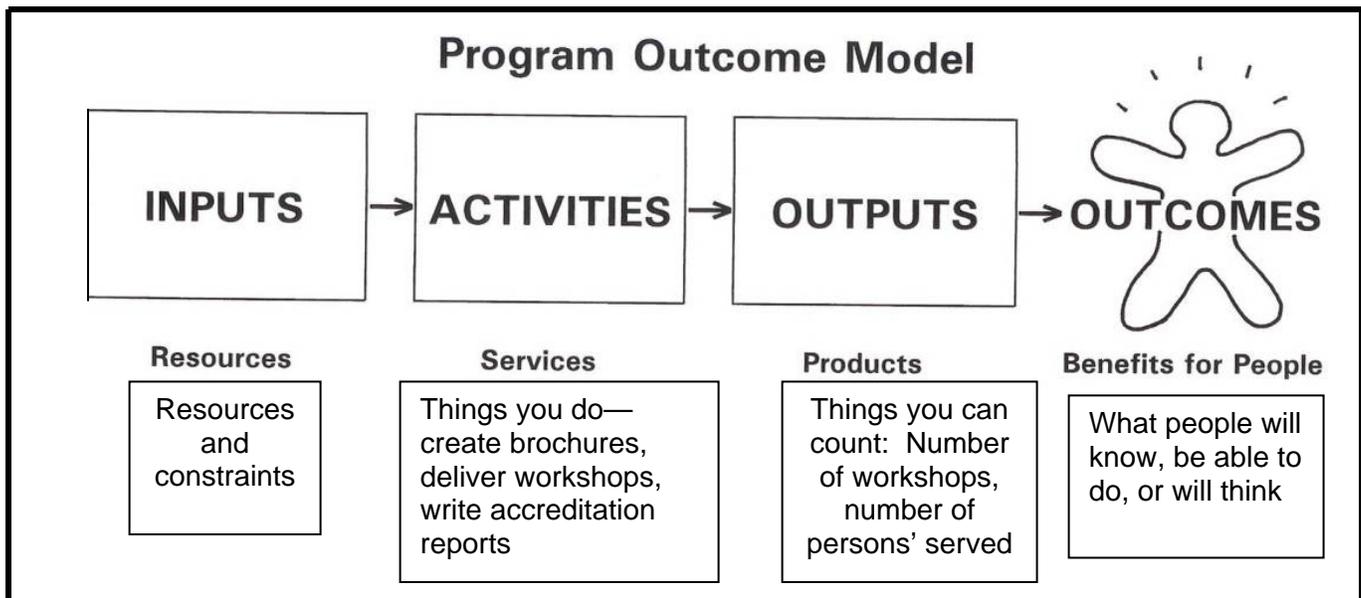
August 2007



-Assessment-
thinking person's process

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Introduction

The 2006-2007 fiscal year, as in the last several years, has been one of opportunity and challenge. The opportunity to serve as the Interim Director of Institutional Research was very valuable and enriching, though not without its challenges. Additionally, the work done in Student Affairs to align services and functions in an effort to meet some budget reduction issues was both a situation of opportunity and challenge. And lastly, the work of the Enrollment Planning Work Group provided opportunity to engage in a larger conversation about students with the challenge of helping to construct a positive and sustainable course for the university. These opportunities and challenges were in addition to the relatively normal or routine workings in the SARE office.

Mission

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

Vision and Values

The university 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 through the use of research and assessment in order to improve the student experience.

Integrity, education, learning, and continuous improvement provide the foundation for the work. Collegueship, community, and professionalism, and joy guide the work.

History

Established five years ago, the Student Affairs Research and Evaluation Office was commissioned to advance the research and 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 and is addressed directly in subsequent sections of this report.

FY 2006-2007 Highlights/Successes

Below is a list of publications, presentations and other signs of success in terms of the work of the Student Affairs Research and Evaluation Office.

Publications

Invited to contribute to:

Oster, S. N. (2007) Circle eight: Well-coordinated assessment. In J. H. Cook, & C. A. Lewis (Eds.) *Student and academic affairs collaboration: The divine comity* (pp. 171-197). Washington, D.C.: National Association of Student Personnel Administrators, Inc.

(worked with Dan Larsen on the contribution above)

Bresciani, M. J. (2006) *Outcomes-based academic and co-curricular program review: A compilation of institutional good practices*. Sterling, VA: Stylus.

(worked with Larry Roper on the contribution above)

Chapter approved for publication:

Bresciani, M. J. & Gardner, M. M. (in press) *Good practices in student affairs/services: Assessment of student learning and development*. Washington, D. C.: National Association of Student Personnel Administrators, Inc.

(worked with Pat Ketcham on the chapter above)

Presentations (peer review)

Sanderson, R.A., Ketcham, P., Alexander, J. D., Garagnani, R., Clawson, T. (2007). *Assessment methods and processes: Case studies from a division of student affairs*. Presented at the 2007 International Assessment and Retention Conference. St. Louis, MO: National Association of Student Personnel Administrators.

Presentations (invited)

Sanderson, R.A. (2007). *Assessment of student learning in student affairs*. Presented at the 2007 Summer Diversity Institute: Eugene, OR. (presentation cancelled due to lack of enrollment).

Sanderson, R.A. (2007). *Getting started in evaluating student learning in student affairs/services*. Presented at the 2007 San Diego State University Evaluating Institutional Learning Centeredness Conference: San Diego, CA.

On-Campus Highlights

- Returned to Student Affairs after about an 18 month hiatus in the Office of Institutional Research. Though the experience was one that I value and appreciate a great deal, my work in the division was not as good or productive as I would have liked it to be. These last 6 months have been filled with trying to catch up on all the things that were left hanging while I was in Institutional Research.
- Invited to facilitate the Academic Head Advisor Retreat.
- Presented assessment-related workshops throughout the year that reached over 200 participants (likely duplicated headcount).
- Invited to work with the newly forming Student Health Services assessment committee in terms of training, etc. Will be doing this throughout the summer.
- It has also been a highlight for me to have faculty talking about engagement however ill-defined the concept may be. It seems to be an idea that is catching hold and that will need investment to be sustained.

Review of Goals and Aspirations Set for FY 2006-2007

The following goals/aspirations were set for 2006-2007. The status of each of these is reported below:

1. Work with a small group of people from the Assessment Council, Library, Academic Head Advisors, and the SOAR office to develop a survey to use with in-coming students during the summer START program on those years when we do not give the CIRP Freshman Survey. Because of the interest shown in recent years with regard to various groups wanting to have questions on the CIRP and the limited space on the CIRP for these types of questions, the SA Assessment Council has started a subgroup to work on this project for the coming year. This project will likely need to be a multi-year project as we refine and test the instrument to determine if it is measuring that which we want it to measure.

Result: The Entering Student Survey was completed, produced, and delivered to students coming to OSU for the START program. This was a tremendous group effort lead by Eric Hansen and Pat Ketcham. The survey results will be compiled this fall with information reported to the groups designing the survey as well as posted on the SARE website.

2. Find ways in which to make the learning areas for Student Affairs that were developed last year become more alive and useful to departments as they look at trying to determine learning outcomes for their departments. Right now it seems to have little influence on department thinking.

Results: Little work was accomplished on this goal/aspiration during 2006-2007. It remains an aspiration and maybe is something the new alignment groups could be more amenable to.

3. Marilee Bresciani has asked if I would be willing to write a book chapter. This holds some appeal to me if things work out and she actually does implement her idea for a book.

Result: This did occur and I invited Pat Ketcham to work with me to write the chapter. It is currently accepted for inclusion in the book and will undergo some edits during the summer.

4. The NASPA Retention and Assessment conference has inspired me to try to get some of our assessment council members to present again next year. There is particular need and requests at the conference this year to have some simple methodologies that folks could learn about, take, and adapt on their campuses. I think that we have some departments (e.g., Admissions) that have developed some of these that could be presented and would be very much appreciated by the “beginners” in the group.

Result: This year Tina Clawson, Jo Frederic, Pat Ketcham, Rosemary Garagnani, and I presented at the NASPA Retention and Assessment conference in St. Louis. The pre-conference workshop was entitled: *Assessment methods and processes: Case studies from a division of student affairs.*

5. I have talked with Dan Larson about writing an article about the AEP, Weatherford Hall, and the collaboration between UHDS and the College of Business—but focused on the changes in the way they have done business before to how they had to change to do business with this learning community. I would still like to work with Dan on this if time allows.

Result: While Dan and I talked about this, we never really took action on it. With my service to IR and Dan’s taking over Gus’ position temporarily, we simply did not have time to pursue this. We did get included in a book, Devine Comity, published by NASPA that came out this spring.

Goals and Aspirations for FY 2007-2008

The goals and aspirations for FY 2007-2008 are a bit more internal for me this year. I definitely felt like I branched out last year in terms of writing and presentations and working in IR. However, in doing so I also felt less grounded in some other aspects of

my job responsibilities. Thus, goals for this year are likely more fundamental and grounding.

1. Develop meaningful report for the new Entering Student Survey and communicate findings to OSU community.
2. Develop meaningful report for the NSSE results, including college level reports. Disseminate as appropriate to colleges and overall to OSU community.
3. Re-institute OSU Perspective. After a hiatus of about 2 years, this communication with OSU is needed to share information about students with the community. This was one part of my position was discontinued while I was in IR and which I want to resume doing on a quarterly basis.
4. I'd like to continue to do some presentations at conferences and include others from the Assessment Council in this effort. It is enjoyable and it forces folks to reflect on what they actually do know and can share with others. I think it helps the council overall to promote members in this way.
5. I'd also like to do some additional writing and perhaps follow-up with Dan Larson on the AEP and Weatherford Hall. Dan is now serving as an interim in UHDS facilities as well as continuing with aspects of his "real" job. His time and resources are limited right now for this to occur but may be possible later in the year.
6. I have followed up on the invitation to be a reviewer for the NWASC. I hope to be selected and maybe serve in that capacity in the next few years.

Contributions to the Mission of Oregon State University and Value-Added

Oregon State University Mission

Oregon State University, a land grant institution, promotes economic, social, cultural and environmental progress for people across Oregon, the nation and the world through our graduates, research, scholarship, outreach, and engagement.

The work of the Student Affairs Research and Evaluation Office is directed toward serving the mission of Oregon State University in terms of engagement, teaching, and research. Engagement and service to OSU is on-going and apparent in terms of committee involvement and chairpersonship. Outreach to the departments/units in Student Affairs as well as outreach to the larger professional community has been on-going as well. Presenting the work done by the office and the assessment council, writing about this work as well as reaching out locally to educate community members in terms of assessment, student learning, and program improvement using data has been a consistent activity of the office. The large scale survey research conducted through

efforts of this office contributes to the body of knowledge about OSU students and challenges some of the common belief systems about students. This in turn has prompted increased conversation (within student affairs and also in some academic areas) and for some, the kinds of activities and learning experiences offered to students has been restructured.

The goal of assessment in student affairs has been to increase the use of data to make decisions leading to program improvement, including increased focus on student learning and the educative nature of the co-curriculum. Efforts to meet this goal continue and with each gain, the potential for enhanced student learning increases. Student Affairs is in its infancy in terms of showing our educative value to OSU and our students. Yet, there are pockets of excellence regarding assessment and even more importantly use of assessment results to increase the depth and breadth of student learning. Overall assessment reports and plans are becoming more sophisticated, thoughtful, and less focused on demonstrating activity.

Lastly, the degree of engagement and work in the student affairs assessment council has added expertise, value, and has enhanced the work life of many. While the work of assessment is sometimes very thankless, the assessment council provides a set of colleagues, learning opportunities, and the joy of engagement in meaningful service.

Documentation in support of the aforementioned claims is available in this document as well as in previous annual reports for Student Affairs Research and Evaluation.

Student Affairs Assessment Council

The contributions of the Student Affairs Assessment Council are sometimes difficult to measure even though the Council consistently adds value to the work of Student Affairs and OSU. This group is the longest-standing continuous initiative arising from the Campus Compact work in 1995. It has functioned as a learning community for many years, helping others to learn and grow in terms of assessment and individual confidence in working with and training others to engage in the process as well. It has served as a leadership group for the Division and has moved the assessment initiative forward.

This year the Student Affairs Assessment Council accomplished the following:

Successes

- Held a retreat in November and again in June to work on specific projects as well as to set the agenda for the Council's work for the coming year
- Participated in the Multi-Institutional leadership study that was done last spring by a subset of the Assessment Council.
- Worked together to do national presentations within discipline or broader.
- Timeline/scheduling for assessment reports (more flexible scheduling for this with a fall and winter reporting cycle).

- Reviewed a record number of assessment plans/reports in a much timelier manner and provided feedback to all areas submitting plans.

Successes listed by the Assessment Council members at the June, 2007 Retreat

- Learned how to be more successful with application of assessment in unit. Learned how to simplify and focus better.
- Increased funding from Student Fee Committee by sharing our data with students.
- Getting help to do assessment from others in our unit.
- Getting an assessment workgroup going in our department.
- Having a half-day assessment retreat for our department with a follow-up planned for this summer.
- National recognition of work being done by Academic Advisors.
- The increasing number of people involved in assessment.
- Used assessment results to revamp student staff training which resulted in an increase in job satisfaction.
- Completing the whole process of assessment and learning from it.
- Using materials from the Department of Recreational Sports—thanks for sharing with us!
- Upside and downside—assessment fostered some changes which was good but also created the stress of change.
- Sharing in assessment process with other departments—example SOAR and DRS collaborated on an assessment activity that benefited both departments and allowed resource sharing which saved both departments.
- National recognition of OSU Student Affairs assessment work and the process/value of the assessment council.
- Increase in number of units developing and submitting an assessment plan.
- Involvement of experienced folks in assessment and the continuing addition of new folks interested in assessment and the assessment council.

Beginnings of Success:

Items in this category are places where the Council or subsets of the Council have worked on ideas that arose from the November retreat:

- Reach out to academic advisors, faculty, outside of SA
 - Intentional Action: Entering Student Survey was a collaboration lead by the Student Affairs Assessment Council that invited Academic Advisors and faculty outside of Student Affairs and some Student Affairs departments to participate in developing an entering student survey to be implemented at START, 2007.
- Systematically gathering, reporting across SA departments--Intentionality of/on a similar component—one common question or area
 - Intentional Action: SAAC provided options for the 2007-2008 assessment planning cycle for units/alignment groups to focus on one area and report as a set of units or group on a common area.

Challenges listed by the Assessment Council members at the June, 2007 Retreat

- Getting the work of assessment completed.
- Finding time to do the work of assessment including reflection and assessment-related conversations that are needed.
- Staffing challenges where there is not enough staff to do the work much less to do assessment work on top of that.
- Engaging in meaningful reflection on assessment work.
- Following our assessment plan when issues arise that seem more important to assess right away.
- Moving staff from creating a product (the plan) to something more meaningful.
- Moving to real assessment vs. just an assessment plan or report that gets submitted.
- Managing the data—keeping track of it—lost ours this year—getting the data in a form that can be analyzed too.
- Getting the information into a meaningful format and sharing that with others to tell the story.
- Stopping the flow of random data collection, data that is collected because it has always been collected, or data that tells us the same thing year after year so isn't really useful for improvement.
- Remembering to write and report what you have even if it differs from what you thought you were going to be assessing in a year. Just explain the change in plans.
- Being seen as the “assessment” person for the department or alignment group where all the responsibility for assessment is on one person.

2007-2008 Agenda for Assessment Council

Below are the areas that the Assessment Council committed to work on in the coming year.

Initiative	Intended Initial Outcome for Work Group	Convener	Work Group
Update SAAC Charge	The work group will recommend updates to the current SAAC Charge that will reflect the priorities and processes needed for continued leadership, accountability, and management of the division-wide assessment agenda.	Edie Blakley	Bob Kerr, Michele Ribeiro, Eric Alexander, Edie Blakley
Rubric Revision	The work group will recommend changes in the review rubric that are aligned with suggestions and work done at the Retreat and that provide for a more useable tool for plan review and feedback.	Kent Sumner	Jo Alexander, Gina Shellhammer, Rebecca Sanderson, Kent Sumner

(continued on next page)

Assessment Council Agenda (continued)

Initiative	Intended Initial Outcome for Work Group	Convener	Work Group
<p>Communication: Sharing with SALT/SADR Assessment Council successes, challenges, desires/needs— Getting clarity for ourselves about what we want from department heads and leadership group-- Social norming with department heads—around expectations, current reality, peer learning, etc.</p>	<p>The work group will recommend strategies for helping the SAAC to:</p> <ol style="list-style-type: none"> 1. Clarify SAAC group needs from leadership 2. Clarify SAAC individual member needs from individual leaders 3. Determine appropriate methods to meet those needs 	<p>Bob Kerr</p>	<p>Bob Kerr, Cynthia Muña, Rebecca Sanderson</p>
<p>Orientation</p>	<p>The work group will recommend content and process for implementing an orientation to assessment for new faculty and staff to the Division of Student Affairs and will include a portion specific to orientation to membership on the SAAC</p>	<p>Eric Hansen</p>	<p>Jodi Nelson, Edie Blakley, Melissa Yamamoto, Eric Hansen</p>
<p>Follow-up with Alignment Groups with how/where does assessment fit</p>	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <p>Deferred until further discussion about #3 above but may be part of #3 as the SAAC considers possibilities/needs/options.</p> </div>		
<p>Software Solutions</p>	<p>The work group will seek out and review software that supports our assessment efforts and will make recommendations as to its feasibility, applicability, etc. for implementation</p>	<p>Whoever sees software we should look at</p>	<p>Rebecca Sanderson, Jodi Nelson, Beth Dyer, Eric Hansen</p>

Data Related to Usage/Impact

Served as Interim Director of Institutional Research until January 1, 2007

Committee Involvement

- Student Affairs Assessment Council, chair
- University Assessment Council
- Academic Affairs Council
- Chair, Search Committee for Director of Institutional Research
- Student Affairs PEPPER Group
- Enrollment Management Planning Task Force and Student Experience sub-group
- Jessica Heintz, Master's CSSA Portfolio review committee

Significant Collaborations

- SA Assessment Council
- Work with Ruth Vondreck, OSU Librarian, and Laurie Bridges, graduate student, to analyze Library survey data
- Work with sub-committee of SA Assessment Council to implement the new Entering Student Survey for summer 2007
- Work with sub-committee of SA Assessment Council to plan and implement the Student Affairs Assessment Council Retreat (summer 2007)
- Work with Tina, Pat, Rosemary, and Jo on presentation for NASPA's Assessment and Retention Conference

Student Affairs Research Reports

- Sanderson, R. A. (2006). *Oregon state university cooperative institutional research survey 2005 freshman survey results*. Student Affairs Research Report 03-06. Corvallis, OR: OSU Division of Student Affairs.
- Sanderson, R. A. (2007). *Multi-institutional study of leadership: Oregon state university results*. Student Affairs Research Report 01-07. Corvallis, OR: OSU Division of Student Affairs.
- Sanderson, R. A. (2007). *Oregon state university cooperative institutional research program 2006 freshman survey results*. Student Affairs Research Report 02-07. Corvallis, OR: OSU Division of Student Affairs.

Information Requests and Assessment Plan Consultations/Training

Date	Info Requested	Person/Office Requesting
July, 2006	Help with SPSS	Ruth Vondreck/Laurie Bridges
October, 2006	Legal Advocate assessment consult	Patricia Lacy
December, 2006	Surveys and interpreting results	Liz Gray
January, 2007	Assessment Plans	Kate Peterson
April, 2007	Native American Longhouse survey	Samantha S. Predoehl

Information Requests and Assessment Plan Consultations/Training (continued)

Date	Info Requested	Person/Office Requesting
April, 2007	MLS Survey results	Melissa Yamamoto
April, 2007	MLS Survey results	Don Johnson
May, 2007	Cultural Centers/Diversity Development survey	Samantha S. Predoehl
June, 2007	HHS surveys for entering students	Liz Gray, Brandi
June, 2007	MLS and assessment	Eric Alexander
June, 2007	SHS assessment	SHS Assessment Council

Presentations on Campus

Date	Topic	Audience	Number
July 12, 2006	Academic Head Advisor Retreat facilitator	OSU Academic Head Advisors	15
September 14, 2006	Assessment and learning outcomes	SHS retreat	100
November 28, 2006	Reporting your information to tell a data-driven story (part of a 5 session assessment update series)	Student affairs personnel	10
November, 2006	Evaluating Assessment Plans	SA Assessment Council	18
December 12, 2006	Working on Assessment plans and Reports (consultant)	Student affairs personnel	10
December, 2006	Evaluating Assessment Plans (PART II)	SA Assessment Council	15
March 22, 2007	Assessment of student learning in student affairs at OSU	City University of Hong Kong delegation	10
May, 2007	OSU Results of the Multi-institutional leadership study (MLS)	Planning group	10
May, 2007	Overview of the work of the OSU Enrollment Planning Work Group (3x's)	UEC, AAC, UAC	45
June, 2007	MLS II (OSU Results of the Multi-institutional leadership study)	SA Assessment Council	18
June, 2007	OSU Entering Student Survey	START Leaders	25
June, 2007	Assessment 101, 102, 103	SHS assessment Council	8
Total Headcount in presentation contacts			284

Challenges and Opportunities

This section of the report is a difficult one to write. Certainly there are challenges and opportunities for Student Affairs Research and Evaluation, but they seem sort of episodic and seem to get managed. Sometimes things are really hectic and busy with many projects, deadlines, meetings, etc. all at once. The work then is just to keep doing

whatever is due next. Much less frequently, there are times for reflection, planning, and taking stock of what the next course should be—what to continue and what to change/adapt in order to continue to lead the assessment effort in Student Affairs.

The following are issues that create challenges but also have some opportunities as well:

- Trying to stay positioned in such a way that when opportunities arise, we are able to take advantage of them. A good example of that is when the opportunity to do the Multi-Institutional Leadership Study occurred. We had some interest, some people willing to contribute time, and I could manage time in order to get IRB and other materials ready for the administration, development of OSU questions, the write-up, etc. We got some good information and hopefully it will help in the development of leadership programs here at OSU.
- Trying to find balance between what I am working on and what the council wants to work on and if/when they overlap. Again, this is really just a sort of juggling issue so that I can encourage and support their work without taking too much of it on as my work to do vs. our work to do.
- Having some additional help to support consistently the assessment effort and the work in the SARE office. SARE has the same resource issue as most other departments in Student Affairs. While I borrow help from many different departments, there is still the issue of consistency and being able to respond effectively. It is increasingly more difficult to manage some of the responsibilities without some consistent level of support.
- Trying to stay abreast of the sorting, filing, and managing information in some way that allows for reasonably easy retrieval. This last challenge is really just one of organization and taking the time to file materials in a way that I can also retrieve it. As the repository for assessment reports from departments, NSSE, FSSE, CIRP, etc there is fast becoming a storage issue for these materials—some of which are not in electronic format.
- Staying licensed as a psychologist is becoming increasingly difficult as the kinds of professional development needed to maintain the license is often different than that needed for staying current in assessment.
- Opportunities in assessment are clearly available, within the division as well as external to OSU. The opportunity to learn and to teach and coach others, the opportunity to present, to write, and to share what we are learning is evident.
- Opportunities to influence how some people think about students and the value of students to the institution. I also considered it an opportunity this year when I was able to serve on the Enrollment Planning work group. I enjoyed the work and the “big” picture nature of the activity. There is such an opportunity to engage in a

variety of activities with a central theme related to assessment that I have found it very professionally interesting.

- An issue that continues to be a bit baffling is how to begin to compile and tell our assessment story as a whole. While each individual department has their work happening, there is not really a unified assessment story with outcomes, results, etc. A good example of this is the information reported on the following several pages. While this is compiled annually, and it does tell a story of the kinds of improvements that are being made as well as the progress of the assessment efforts in Student Affairs, it does not provide an overall story of the contributions of Student Affairs to the educational enterprise at OSU. This will continue to be a challenge as evaluation of educational outcomes evolves in the division.

**Oregon State University
2005-2006 Student Affairs Unit/Department Assessment Summary**

The following table contains a summary of the decisions made and/or actions taken based upon the 2005-2006 assessment plans of Student Affairs Departments and Units. Note that while not all department/units submitted completed plans with results and decisions provided, most did complete and submit 2006-2007 assessment plans.

Department/Unit	2005-2006 Decisions made based upon assessment data
Office of Admissions	<ul style="list-style-type: none"> • Update of Admissions Assessment Committee • Increase admissions representation on SA Assessment Council • Revision of some of the program for OSU Nights with greater resources available to respond to Financial Aid questions, UHDS questions, and Orientation. These were areas in which the incoming knowledge was less than other areas and in which the most knowledge was gained. Continues to support having a diversity of programs available for OSU nights. • Revision of some aspects of OSU nights in terms of location, timing, facilities, etc.
Services for Students with Disabilities (SSD)	<ul style="list-style-type: none"> • Redesigned Alternative Testing Coordinator position • Created Information Technology Access Coordinator position • Technology Access Program combined with SSD • Increased space made available for SSD/TAP • Eliminated Books on Tape and instituted E-text • Created and implemented process to ensure that new real-time transcribers are proficient and can deliver the accommodation up to standard • OSU Today form for posting events was adapted to add a space for requesting accommodations due to disability • New university regulation that each syllabi have a uniform statement concerning students with disabilities • Determined that alternative delivery of speech to text format is equivalent to CART for student who have not been trained in sign language so will use the new system for those students who need this sort of accommodation

Department/Unit	2005-2006 Decisions made based upon assessment data
Student Orientation and Retention Programs (SOAR)	<ul style="list-style-type: none"> • Working with academic advisors developed a checklist for students of tasks to complete and advisors developed a core of information that each college would present during the academic presentation part of START. This ensures that students are getting some similar core information about academics. • Developed “Zero to Success in 77 Days” which walks students through an academic term week by week • UESP staff attends START check-in to help students in their decision-making process about a major since some come wanting to change majors • Developing program on safety with Public Safety and SHS and will implement in START 2007 • Decided to reestablish the Beaver Orientation Team • Decided to have Odyssey student leaders have an email journal and also a check-in meeting as students had indicated that they wanted more contact as they were teaching • Adjusted time of the Slice of Downtown Corvallis to late afternoon • Discontinued relationship with GoalQuest but did commit resources to continuing web sites directed to students and parents
Recreational Sports	<ul style="list-style-type: none"> • Two messages emerged: <ul style="list-style-type: none"> ○ Staff struggled to make a conscious connection between a specific DRS program and “healthy living” ○ Staff were inexperienced with assessment processes and thus wrote learning outcomes that were very difficult to measure or the measurement tool was inadequate to measure the outcome • Increased training and revamped training materials • Standardized criteria, methods, schedules, etc. for measuring • Some specific units within DRS made changes to their assessment plan and revamped measurement tools • Based upon assessment results, specific units within DRS made programmatic changes and changes to specific area of student staff training and training design

Department/Unit	2005-2006 Decisions made based upon assessment data
Memorial Union	<ul style="list-style-type: none"> • Added cultural awareness training specific to work groups in MU (e.g., cultural depictions in graphic design) • Deferred work on leadership assessment until results of MLS results are available • Techniques for better time management and healthy work ethics shared with student employees • Dropping some training activities after learning that the information is now covered in other areas. • Reorganized the MUPC Director's assignments • Increased community building within work groups and with Alumni • Initiated more sharing of results and data with the Union staff and the campus as a whole (e.g., at monthly all department meetings and on the union web page and email list) • Revised occupancy targets after further examination of the data and context for it • Continue to monitor ranking of "providing a safe and clean environment" on a national benchmarking survey • Increased training on "students feeling accepted in the MU" to the customer service training • Initiated review of MU publications every three years to ensure diverse groups of clients are represented in the publications • Actions taken as a result of meeting professional development Outcomes: <ul style="list-style-type: none"> • Expanded use of computerized reservation system for more detailed reports • Better management of risks and liabilities to improve the safety of student programs • Improved competence in meeting facilitation and maintaining focus and direction • Using students to provide better feedback on the MU web site for content relevance • Changed the process for providing letters of reference to fit FERPA guidelines • Better understanding the difference between being right and being effective • Improved proficiency in writing learning outcomes • Began brainstorming how to use the results of the Directors Evaluation to incorporate more training on areas of higher interest for students.

Department/Unit	2005-2006 Decisions made based upon assessment data
Greek Life	<ul style="list-style-type: none"> • Create a “Vital Information Packet & Session” for all students who are considering serving as Chapter president • Increase contact with Panhellenic chapter leadership to foster a closer relationship between them and the Office of Greek Life • Increase referral to the electronic Chapter President’s Manual
Registrar’s Office	<ul style="list-style-type: none"> • Work with Administrative Systems training staff to develop modular CBT training for web grading and devise assessment method for effectiveness of training • Provide additional training for Records area staff to check petitions to ensure that instructors have completed the form with their comments and to have student obtain the missing comments before submitting the form. Will reduce number of deferred petitions. • Celebrate that final grades appear to be submitted in a timely manner electronically
Student Health Services	<ul style="list-style-type: none"> • Implemented the electronic medical record and will continue to work with this to determine ways that it can continue to support the medical services as well as investigate ways it can help with assessment in SHS • Received accreditation from AAHC and COLA and will continue to celebrate the success and attend to any suggestions by the accrediting bodies • Instituted follow-up from clinician to patients who had tested positive for Chlamydia for retesting in 3-6 months • Create and distribute an acute asthma treatment protocol using PEF and O2 saturations to help drive treatment and disposition in patients with acute asthma attacks. Conduct in-service for nurses and clinicians in use of the protocol • Used results from ACHA survey to develop strategic plan in health promotion

Department/Unit	2005-2006 Decisions made based upon assessment data
Career Services	<ul style="list-style-type: none"> • Change approach to recruiting students to attend career fair. Focus will be on increasing attendance of exploratory students • Increase marketing through classroom faculty and some increase in email marketing • Increase use of the web for delivery of career development and preparation materials. Explore costs of development • Re-create the Career Services Marketing team to focus efforts and develop marketing strategies for CS programs/services • Revise portions of workshops based upon student feedback (e.g., dealing with nervousness and anxiety before the interview)
Research and Evaluation	<ul style="list-style-type: none"> • Continue to monitor the number and quality of assessment reports/efforts within the division • Revise rubric for plan review • Increase training of assessment plan reviewers to help with consistency of feedback
Financial Aid and Scholarships	<ul style="list-style-type: none"> • Continue to assess and monitor types of outreach activities and alternate delivery formats • Audit was passed and therefore continue adherence to state, federal, OUS, OSU regulations governing accountability for funds • Implement all of the recommendations made by the Withdrawal of Title IV Funds Workgroup with the exception of implementation of a consumer information sheet. This was postponed until there is further clarification on the level of detail needed
LGBT Outreach and Services	<ul style="list-style-type: none"> • Design of changes, etc. on hold until completion of the CAS self-assessment and opportunity to review results, recommendations, etc.

Department/Unit	2005-2006 Decisions made based upon assessment data
Student Affairs	<ul style="list-style-type: none"> • Utilize “This is our Anthem” with new employee orientations • Review individual Student Affairs mission statements annually or more often if needed • Develop survey for SALT members to determine effectiveness of division-wide goal setting, continuous improvement in SALT functioning, and process • Increased hardware and technology to process NCBI data • Continue MHG • Include skill building into ALS 199—Understanding Diversity through Community and Service—to increase student ability to take positive action • Continue to review unit initiatives and annual reports on an annual basis or more often as needed • Continue to earmark professional development funds to those opportunities that reflect the needs, direction, and strategic plan of the University and the Division of Student Affairs
Housing and Dining	<ul style="list-style-type: none"> • Continue to investigate lower satisfaction levels in almost every area measured • Include more EBI questions in fall assessment • Develop additional methods to measure specific outcomes • Developed BA 106 course series for credit (Intro to Entrepreneurship for Weatherford residents) • Reduced number of competencies from 17 to 12 to reduce redundancy and to increase persistence of students in E-tick with a year’s period • RA training revised with more structured focus on relationship/community building and workshops throughout the term • Developed models for conversations • Began development of Staff Feedback process • Developed more specific activity outcomes for RA’s • Decided to expand inclusion of more EBI questions in fall LGAPs to better determine within year changes • Based on Spring 2006 determined a need to focus program specifically around interaction

Department/Unit	2005-2006 Decisions made based upon assessment data
Minority Education Office	<ul style="list-style-type: none"> • Based upon what students reported they learned from visits to the MEO office, the MEO report achievement of all aspects of the goal regarding individual students—no decisions noted • Based upon what students reported they achieved in the Cultural Education Workshop/Presentation, the MEO reported being effective in increasing learning regarding examination and exploration of one’s cultural values and biases, increasing knowledge of history, or ones own culture and/or another race/ethnicity/culture, increasing appreciation and/or sensitivity about another culture, and increasing skill level—no decisions noted. • More workshops need to be done to change beliefs, opinions, and/or behaviors
Student Media	<ul style="list-style-type: none"> • Generally decision was to continue doing what they do • Set goal of getting directory pages to printer by Oct 20 • Fall Press Day was a success—no decisions noted
Counseling and Psychological Services	<ul style="list-style-type: none"> • Review questions on survey to consider revising them to more specifically measure learning outcomes • Rewrite outcomes in several areas to reflect what results from activities in the center rather than accomplishing the activity or listing activity outputs • Target teaching faculty to increase awareness of CAPS services • Implement changes to internship program based upon accreditation review recommendations • Continue liaison relationships and assess effectiveness in meeting outcomes
Diversity Development	<ul style="list-style-type: none"> • Shifted work responsibilities so that event planners will truly only focus on one dimension of wellness for each program which should help to focus their work more • Better define an illustrate the wellness concepts for use by event planners • Continue to teach the class for cultural center staff in its current form but make some adjustments to the curriculum in an effort to increase students’ ability to think not only about themselves in a racial context but also about the identity of others and how that shapes how people move in the world

Department/Unit	2005-2006 Decisions made based upon assessment data
Student Involvement	<ul style="list-style-type: none"> • Revamped the way that we train our student staff. Become clear that we needed to provide not only more training, but training in a different way, in order to positively impact our staff members' knowledge, skill, and confidence levels. • Created a Peer Advisor training course • Better articulated the role of the Peer Advisor for SEEDS organizations which hopefully will increase the use of and benefit of this group of student staff • Altered fall training to get feedback at the end of each training day. This feedback then allowed us to address areas that students still had questions on in the next day's training • Restructured the student staff team into two teams: Event Specialist Team and the Leadership Development Peer Advisors • Developed an event planning manual and event planning workshops • Developed a leadership/organizational development workshop series for members of the SEEDS community based upon their feedback • Created a written document entitled: What can SI Peer Advisors do for SEEDS Organizations?
Women's Center	<ul style="list-style-type: none"> • Added some components to staff training and on-going staff development • Changed the number of interns and types of projects assigned or developed by interns
Office of Student Conduct	<ul style="list-style-type: none"> • Continue hearing format • Review survey used and add one question on student perception of sanctions • Further refine assessment efforts

Generally, assessment plans and processes are progressing very well in the Division of Student Affairs. Departments and units are engaged in the process and are beginning to show some results and actions taken based upon those results in efforts to “close the loop.” Areas that will remain the focus of discussion and education:

- Engage newly developed Alignment Groups in alignment level assessment
- Assist departments to focus efforts and to engage in assessment activities that can be accomplished based upon resources;

- Help departments/units to prioritize issues, etc. that are to be assessed;
- Encourage departments to begin to expand assessment efforts to areas that are more difficult to measure;
- Encourage departments to include more learning outcomes in their plans and to articulate better the curriculum that they are delivering;
- Continue to providing training on ways in which to analyze data and to present data in ways that are explanatory to others;
- Help departments to articulate more fully the scope of their assessment efforts and its influence on decision-making;
- Assist departments to articulate outcomes in language that is more measurable;
- Assist departments to development more diverse assessment methods—other than surveys.
- Encourage division alignment groups to include assessment in their planning and implementation.

Departmental Assessment Report 2006-2007

Date: July 10, 2007

Department: Student Affairs Research and Evaluation

Director: Rebecca A. Sanderson, PhD

Assessment Contact: same as above

Email: Rebecca.sanderson@oregonstate.edu

Phone: 541-737-8738

Statement of 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. Student Affairs departments and units will demonstrate capacity for assessment through submission of 2006-2007 assessment plans and submission of 2005-2006 results and decisions/recommendations by the January 15 submission date.
- B. Student Affairs departments will demonstrate capacity for assessment by submitting assessment plans that improve from year to year and involve other faculty/staff.

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 (if available)

Goal 3: Disseminate assessment information about students to university community

Outcomes:

- A. Publish 3 issues of OSU Perspective
- B. Publish reports for CIRP 2005 and 2006, Maryland Leadership Survey during FY 06-07

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

Outcomes:

- A. 2007 NSSE will be administered with IRB approval and with over-samples for each college
- B. CIRP replacement survey will be developed and used for START 2007 instead of the CIRP

Evaluation Methods:

Goal 1, Outcome A	Count number of completed 2006-2007 assessment plans submitted. Success if at least 90% 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. Rebecca to review a sample of plans for this in order to improve inter-rater reliability. Additional rater training will also be proposed to the Council to help improve reliability of ratings.
Goal 2, Outcome A	Student Affairs Departments will demonstrate their learning by using the web software to post plans. Success if all departments with plans post them to the web (software due to be delivered to campus in fall)
Goal 3, Outcome A	Count number of OSU Perspectives published in FY 06-07. Success if 3 are published
Goal 3, Outcome B	Count number and type of reports of university-wide surveys published in FY 06-07. Success if executive summary and full report are completed for CIRP and MLS
Goal 4, Outcome A	Document IRB approval that the NSSE was administered
Goal 4, Outcome B	Document IRB approval that the CIRP replacement survey was administered

Implementation of Assessment:

Rebecca will implement this assessment plan in all its facets.

Results:

Goal/Outcome	Method	Results
Goal 1, Outcome A	Count number of completed 2006-2007 assessment plans submitted. Success if at least 90% of Student Affairs Departments submit plans	91% of the units submitted plans that is 21 out of a potential 23 areas
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. Rebecca to review a sample of plans for this in order to improve inter-rater reliability. Additional rater training will also be proposed to the Council to help improve reliability of ratings.	Plan quality was not measured consistently by raters therefore this outcome was not evaluated. Plans were reviewed by Rebecca and additional rater training did occur. After much discussion about rating plans, the reviewers did not feel comfortable generally in giving plans a numerical 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 plans post them to the web (software due to be delivered to campus in fall)	Web software did not materialize. The Assessment Council will continue to investigate assessment management software for use by the division.
Goal 3, Outcome A	Count number of OSU Perspectives published in FY 06-07. Success if 3 are published	No OSU Perspectives were published this year due to the demand for other services and work in IR
Goal 3, Outcome B	Count number and type of reports of university-wide surveys published in FY 06-07. Success if executive summary and full report are completed for CIRP and MLS	This outcome was completed satisfactorily. The reports for the 2005 and 2006 CIRP were completed as well as the MLS report.
Goal 4, Outcome A	Document IRB approval that the NSSE was administered	2007 NSSE was approved by the IRB and was administered according to plan
Goal 4, Outcome B	Document IRB approval that the CIRP replacement survey was administered	2007 Entering Student Survey was approved by IRB and was administered during START

Decisions/Recommendations:

The assessment plan for the Student Affairs Research and Evaluation office is a mix of educational outcomes and operational/business outcomes. The area in which the greatest challenge has come is in finding a suitable measure or indicators for learning and demonstrating that learning with regard to assessment planning and implementation. Over the last several years the methods used have proved to be less than ideal either in terms of the measurement quality or the quality of the implementation of the measure. In both cases, the results provided little upon which to make decisions. Therefore, in the coming year this part of the plan will be revised—specifically with regard to the outcomes related to Goal 1: Build assessment capacity in Student Affairs departments. A suitable method or methods will be developed in order to understand better the learning that has occurred and where more learning is needed.

The remaining goals and outcomes are related to service and will remain as operational/business outcomes in terms of services and information provided.

Departmental Assessment Plan 2007-2008

Date: July 10, 2007

Department: Student Affairs Research and Evaluation

Director: Rebecca A. Sanderson, PhD

Assessment Contact: same as above

Email: Rebecca.sanderson@oregonstate.edu

Phone: 541-737-8738

Statement of 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. Develop sustainable assessment capacity and structures in the Division of Student Affairs
2. Disseminate assessment information about students to the university community
3. Coordinate Student Affairs' university-wide research activities

Statement of Outcomes:

Goal 1: Develop sustainable assessment capacity and structures in the Division of Student Affairs

Learning Outcome:

- A. Department/unit assessment contacts will be able to identify assessment plan components and demonstrate their use in an assessment report annually.
- B. Assessment plan/report reviewers will be able to identify assessment plan/report components and the elements needed for each component to meet the rubric standard of Met.

Operational/Business Outcomes:

- C. All departments/units will have at least one person or a committee charged with coordinating assessment.
- D. Alignment groups will have an assessment committee to work on alignment group assessment

Goal 2: Disseminate assessment information about students to university community

Operational/Business Outcomes:

- A. Publish reports on New Student Survey and 2007 NSSE

Goal 3: Coordinate Student Affairs' university-wide research activities

Operational/Business Outcomes:

- A. Participate in EduVentures Research Consortium as project chair
- B. Implement IRB and other processes involved with Student Affairs research

Assessment Methods:

Goal	Outcome	Method
Sustainable assessment	Department/unit assessment contacts will be able to identify assessment plan/report components and demonstrate their use in an assessment report annually.	Review of assessment plan/reports to identify if all components are present and used appropriately (e.g., goals meet definition, learning outcomes, etc.)
	Assessment plan/report reviewers will be able to identify assessment plan/report components and the elements needed for each component to meet the rubric standard of Met.	Review assessment plan/report feedback sheets from reviewers
	Dept will have assessment coordinator/team	At least 90% will have an assessment coordinator or team. Count and survey SALT.
	Alignment groups will have assessment team	All alignment groups will have an assessment team. Count and survey alignment group leadership.
Disseminate Information	Publish Perspective	Count
	Publish reports on New Student Survey and 2007 NSSE	Count
Coordinate Student Affairs research	Eduventures	Count
	Implement other research within St. Affairs with IRB, etc.	Count (specific research efforts are not developed at this time but may include another year of New Student Survey and NASPA survey) Some depends on degree of involvement in EduVentures and what that will entail in terms of time commitment and needs.

Implementation:

Rebecca will be responsible for implementing all of the assessment.

Results:**Conclusions/Recommendations:**