

Student Affairs Research and Evaluation

Annual Report FY 2009-2010

**Rebecca A. Sanderson, PhD
Director**

**Angi Baxter
Graduate Assistant**



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Student Affairs Research and Evaluation

Annual Report FY 2009-2010

This is an annual report on activities, accomplishments, opportunities and challenges as well as some reflection on the previous year followed by speculation on the upcoming academic year. The 2009-2010 year was quite rewarding in many respects. The work done by the Assessment Council on diversity education was a highlight and continues into this next year. The year also brought some challenges that also persist into the next year. Yet, overall this was a good year with more high spots than valleys.

The Assessment Council continued to thrive and several new members brought new energy and expertise to the group. Shared learning around diversity education, opportunities to share out work beyond OSU and the good humor and commitment of the council membership remained significant highlight. The half-time graduate assistant and the opportunity to have an intern from the Public Health masters program further enhanced the workings of the Student Affairs Research and Evaluation (SARE) office this year.

The remainder of this report will articulate in more detail the opportunities, accomplishments and challenges of the SARE office, the Assessment Council, and the progress of assessment in the Division of Student Affairs.

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 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, professionalism, and joy guide the work.

History

Established nearly nine years ago, the Student Affairs Research and Evaluation Office was commissioned to advance the research, assessment, and evaluation 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 individuals/departments regarding assessment activities and the development of an outstanding group of Council members whose role is to lead the assessment efforts for the Division. Additionally, the publication of the OSU Perspective, a quarterly newsletter containing articles informed by data on students fostered interest in the experience of students. Recently, work with Student Voice and the Advisory Council have provided opportunities to increase research efforts and to manage assessment plans and reports in a more efficient manner.

Founded on the idea that research and assessment activities are best done in collaboration with others, the SARE office has maintained consistent relationships with not only the departments and units in Student Affairs but also with colleagues across the campus. Further a national presence is also maintained through presentations and publications.

FY 2009-2010 Highlights and Successes

Programmatic Achievements—Initiatives undertaken and outcomes achieved in the following areas:

Student engagement and success

- Reported on the 2009 Beginning College Survey of Student Engagement and provided to academic advisors select results by student for their use in advising contacts.
- Launched Beginning College Survey of Student Engagement for the second year at OSU.
- Launched 2010 NSSE and will use those results to compare to the 2009 BCSSE results to see the kinds of changes which may have occurred during the first year.
- Began a research study with a graduate intern from OSU Public Policy program using the BCSSE data and Banner student data to examine predictors of retention.
- Assessment Council work on multicultural learning was first step in a process to develop a curriculum map for Student Affairs as well as some ways in which to assess our work in this area.

Research and its impact

- Assisted with the implementation of the Bacc Core Review Task Force survey of students which helped to inform recommendations about Bacc Core revisions.
- On-going research with BCSSE, NSSE, and Banner SIS will continue into 2011.
- Sanderson, R.A. (2010). Beginning College Survey of Student Engagement, 2009 OSU Results. Student Affairs Research Report 01-10. Corvallis, OR: Oregon State University
- Use of the NSSE results has informed and influenced conversations in various venues at OSU. Examples are listed below:
 - Informed development of the Health and Human Services “linc” program for incoming students in the College of Health and Human Services
 - Informed the OSU Bac Core Review Task Force in their work to review and recommend changes to the OSU Bac Core
 - Influenced discussions about programs, priorities, services, entering student orientation classes as a part of the UCSEE headed by Dr. Susie Brubaker-Cole, Associate Provost for Student Success and Engagement

- Informed discussions by the Student Affairs Leadership Team in terms of the levels of engagement of OSU students and several student subgroups
- Informed the development of new metrics for the OSU strategic plan

Outreach and engagement

- Consulted by phone, email, or invited to campus with several university student affairs assessment groups:
 - Seattle University (Invited for on-campus consultation with their new assessment council for summer and next fall will work with division personnel in addition to phone consults)
 - Duke University
 - Education Advisory Board Company
 - Invited Presenter at the Oregon University System Diversity Symposium-Portland State University
 - NASPA Program Reviewer for 2010 NASPA Annual Conference
 - University of Colorado – Boulder
 - Southern Methodist University
 - Boise State University – (Invited to consult with departments and to conduct presentations on assessment of student learning with Student Affairs division personnel in Boise, ID)

Community and diversity

- Organized and participated in on-going Student Affairs Assessment Council education regarding diversity education and best practices. Over the course of the year the Assessment Council membership participated in a review of diversity efforts, practices, and presentations from over a dozen OSU experts on diversity education. This culminated in a 30 hour DPD training for the Student Affairs Assessment Council conducted by Dr. Susan Shaw. Approximately 25 members participated in the overall educational efforts around diversity work. The Council used this learning in their annual retreat in June, 2010 and will continue to work with this information as part of our agenda for 2010-2011.

Other appropriate initiatives

- Worked with Kate Peterson and Susie Brubaker-Cole to examine indicators of retention using data from Banner SIS, BCSSE, and will add in NSSE data this fall. This project will have preliminary findings by mid-summer and will continue working with the additional NSSE data this fall.

- Worked with Pat Ketcham on invited contributions to the following two publications:

Bresciani, M. J., Gardner, M. M., & Hickmott, J. (2009) *Case studies in implementing assessment in student affairs*. New Directions for Student Services, 126. Boston, MA: Jossey-Bass.

Bresciani, M. J., Gardner, M. M., & Hickmott, J. (2010) *Demonstrating student success: A practical guide to outcomes-based assessment of learning and development in student affairs*. Sterling, VA: Stylus.

- Implemented use of iTouches for assessment purposes and provided individualized and group training on their use.

Review of Activities and Aspirations Set for FY 2009-2010

1. Work with Assessment Council to continue to build upon the white paper with the potential to develop a second white paper. **Results:** Beyond working with SALT around the white paper, Why Do Assessment?, the Council did not really follow-up with the white paper idea. As we continued to consider our agenda for 09-10, the Council decided to pursue another area for focused attention.
2. Work with the Assessment Council to develop learning areas that relate to the newly developed division of Student Affairs goals. Post Division goals on the Student Voice website. Post any learning sub goals or areas developed by the Assessment Council on the SV website as well. **Results:** Development of division goals and outcomes was delayed so no action on this aspiration occurred.
3. Continue to develop graduate assistant position in SARE. **Results:** the position has developed further over the course of the second year. The GTA manages a great deal of the operational and training needs for Student Voice and is very adept at working in these areas. Further as the GTA has become more familiar with operations and assessment work, she has also been involved in learning and doing assessment plan reviews.
4. Work with units that are struggling with assessment to try to help realign some of their resources to bring into the effort. **Results:** Early in the fiscal year, I met with ISS faculty/staff to try to assist them in determining how they wanted to engage in assessment activity for the unit. Several alternatives were discussed and it was left to the unit to decide which to pursue. Several consultations later, resulted in little effort and no improvement or engagement around assessment from the majority of the ISS personnel.

I also met with the assessment team in Recreational Sports on several occasions to assist them in some of their discussions about direction of assessment for that unit. Again, alternatives were discussed with the committee determining how they wanted to proceed which is reflected in their assessment plan and report.

Offers were made to the assessment council and department heads for further consultation; however, no other units were interested at the time. I have worked with individual Student Affairs folks on their plans, reports, etc. and will continue to do so (e.g., Rec Sports, Health Promotion, VP for Student Affairs, Disability Access Services).

5. Implement more fully the new technology in SV such as the iTouches. Include additional training in this. **Results:** This occurred with great results. Students like taking surveys on the iTouches and their implementation was nearly flawless.
6. Work with Susie Brubaker-Cole and other colleagues in academic and student affairs to develop data systems that could be used as early alert and/or predictors of student persistence. **Results:** Susie Brubaker-Cole and Kate Peterson and I have met on several occasions to discuss possibilities and to guide the research efforts of an intern from Public Health. Because of some personal issues the intern has not completed the work that was expected by the end of the year. A GTA will continue this work but first the report is needed from the intern. I am working with the supervising faculty member in Public Health to see how this can be completed.

7. Continue to work within the Assessment Council and SALT to increase our learning about and assessment of student learning. **Results:** This continues as more and more people within Student Affairs and outside the division request support and assistance with assessment of student learning. I will be coaching and doing some training with Academic Affairs faculty (e.g., CAMP, Academic Success Center, EOP, International Programs, etc.) to develop a systematic cycle of assessment in the coming year as well.

Activities and Aspirations Set for FY 2010-2011

1. Continue the diversity education and assessment initiative begun in 2009-2010 which includes facilitating direction-setting, etc. with the Council.
2. Work with two new graduate assistants on special research projects.
3. Continue to offer assistance with assessment planning and reporting to all units within Student Affairs.
4. As possible, continue to see if the Division can develop goals and learning outcomes and ways of rolling data up for a set of clear performance indicators.
5. Keep up with data requests for accreditation reporting and documentation.

Contributions to the Mission of Oregon State University

Oregon State University Mission

As a land grant institution committed to teaching, research, and outreach and engagement, Oregon State University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world. This mission is achieved by producing graduates competitive in the global economy, supporting a continuous search for new knowledge and solutions, and maintaining a rigorous focus on academic excellence, particularly in the three Signature Areas: Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress.

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. 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 documenting our educative value to OSU and our students. Yet, there are pockets of excellence regarding assessment and even more importantly intentional use of assessment results to increase the depth and breadth of student learning. Overall for those departments/units who have engaged in the work of assessment, the reports and plans are becoming more sophisticated, thoughtful, and valuable.

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 Office.

Student Affairs Assessment Council

This year has been one of great focus, learning and thought for the members of the assessment council. Last summer at our annual retreat, the council decided to focus on developing our expertise in diversity in an effort to develop ways in which we might provide support and assistance to units who are trying to assess their diversity education efforts. While some units in Student Affairs have developed programs concerning diversity education and ways of assessing them, other units who deliver diversity education are not necessarily assessing their efforts? Further it was hoped that we could devise a way in which to roll the data up into a format that could represent the work of the division in this area. This project is on-going and we will be working on this through the coming year as well.

Additionally, we again devoted a great deal of time and effort to review assessment plans and reports and to provide individualized feedback to departments and units on their assessment work. This has become a very time-consuming and in some instances very frustrating venture for council members. In terms of time commitment, we are changing the number of reviewers to only two which should aid in scheduling, etc. Typically review teams meet at least twice to do the review and then schedule a meeting with the unit. We expect that reducing the teams to two people will aid in the scheduling aspect of this. As to the frustrating aspect, the solution here is likely much more difficult. The issue is that for some units, feedback has been provided over the course of several years but little change has occurred as a result of the feedback. We have tried changing reviewers thinking that hearing feedback from someone else might matter however; this has not necessarily made a difference. A second area of frustration occurs when the time spent to review the plans/reports exceeds what appears to be the time spent preparing the plan/report.

Overall the Assessment Council continues to be a great support and advocate for assessment in Student Affairs and individual members have been consulted and asked to present at conferences on their work. This recognition clearly helps to sustain the efforts and also presses the group to continue to learn and get better at the work.

We now have several new members who are just beginning to work consistently on assessment and attending to the beginner needs while sustaining and helping the more experienced members progress has led to each group needing a different set of trainings, etc. As next year begins two distinct educational efforts will need to be developed and delivered in order to assist the more novice members to feel more knowledgeable and confident in their assessment work.

Value-added Contribution to the OSU Student Experience

Because of the nature of the work of the Student Affairs Research and Evaluation Office, there is very little direct contact with students. However, it is anticipated that by assisting units and departments in their assessment efforts and their increased intentionality regarding student learning and development that the student experience will be improved. The direct measure of that is available in the assessment reports developed by the various units. (See Appendix C for Listing of Departmental Decisions made based upon their Assessment work in 2006-2007.)

Additionally, by providing information to faculty both inside Student Affairs and in Academic Affairs, it is anticipated that adjustments will be made in classes, programs, degree requirements, etc. In fact, the Bacc Core review committee has used several reports from this office in their deliberations about Bacc Core revisions/needs.

Thus, the value-added contributions of SARE really have to do with raising questions, providing information, and encouraging thoughtful discussion and reflection on the quality of the student experience. From these discussions, information, etc., departments, units, individuals are beginning to make some changes that focus more intentionally on improving the experience of students.

Issues, Challenges, Possibilities

1. Development of a Strategic Plan for the Division (as part of the steering committee) along with key performance indicators so that assessment can be used to inform decisions and measure progress. This should also enhance and support the assessment efforts of the division.
2. Development of some university information that might help to inform work with entering students to increase retention.
3. Work with both new GTA's on their respective research projects in order to provide information to division membership and support to units.
4. Continue to work with the Assessment Council and more fully develop the diversity education project that we have worked on during 2009-10.
5. While graduate assistants are helpful to the office and their support, talents, etc. are very appreciated, this office could benefit from another full time professional faculty member in order to provide more consistent education, support, and data analysis. The demand for information from this office continues to increase as well as the consultative nature of the position. A full-time person could contribute in many ways that a grad student just is not able to do.

Student Affairs Research and Evaluation Departmental Assessment Report 2009-2010

Date: September 13, 2010

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

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 to produce a culture of assessment and continued improvement within the Division.

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

Outcome A (learning) - Department/unit/alignment group contacts will be able to identify assessment plan/report components and demonstrate their use in an assessment report annually.

Method - Review assessment plans and reports submitted to the assessment council for review and identify if all components are present and used appropriately (e.g., goals meet definition, learning outcomes, etc.). The plans/reports will be reviewed using a rubric and themes developed from the review regarding learning needs for continued improvement. Rebecca is responsible for this assessment.

Implementation - Review of assessment plans will occur during the summer and after units have had plans reviewed by Assessment Council members.

Results – Table 1 provides a summary of the review of assessment plans and reports and areas in need of further development. Specific unit feedback has been provided directly to units by assessment council members.

TABLE 1
SUMMARY--Review of Assessment Plan/Reports Rubric (Review by Assessment Council and Rebecca) FY 2010

Unit Reviewed: 16 assessment plans/reports were reviewed

Mission		Criteria	Comments/Themes/Strengths/Areas for Improvement
<i>Purpose</i>		The who, what, why of your constituents; Is aligned with OSU mission.	88% had clear purpose and alignment with OSU mission, 12% had missions that were more like vision statements, lofty, far reaching, long. Could benefit from reigning in the mission to fit with the purpose and not necessarily the aspiration or lofty vision of the unit.
<i>Clarity</i>		Succinct and clearly understood.	31% had clarity issues and the need to focus, reword, shorten, and not try to be everything to everyone which typically doesn't happen anyway but leads to diffuse activity, some awkward wording which interferes with clarity.
<i>Enduring</i>		Conveys essence and focus of org; foundation for the work; Long lasting.	all seemed to have long-lasting kinds of goals rather than "to do" lists
Goals			
<i>Purpose</i>		Goals related to mission; Unit core duties.	only one had a goal or two that did not seem related to their units core functions
<i>Clarity</i>		Broad statements of what unit is trying to accomplish; Clear to others outside the unit.	25% needed better clarity of goals as they were often unclear and too wordy or language was muddy, or unfocused in terms of what the goal actually was
<i>Enduring</i>		Broad statements capable of spanning multiple years.	all were enduring
Learning Outcomes			
<i>Clarity</i>		Specific, detailed action statements; congruent with goals	31% had some issue around learning outcomes
			clarity of the learning outcomes—needed some help with wording and focus on learning rather than on effort to deliver the outcomes.

<i>Measurable</i>	Able to provide evidence of edu benefits; observable	2-3 need help with measurement methods for their outcomes--which may be clarified with better LO wording
<i>Useful/ Meaningful</i>	Able to guide decision making; Are learning centered not teaching or satisfaction centered.	clarity and measurement issues made it difficult to assess the usefulness of the outcome and the ability to guide decision-making
Operational Outcomes		one unit listed out operational outcomes that were worded as what the unit will do vs. what the outcome would be
<i>Clarity</i>	See above	need re-wording for outcome vs. what unit will do
<i>Measurable</i>	Provides evidence of operational benefit	
<i>Useful/ Meaningful</i>	Operationally centered	
Assessment Methods		methodological issues present in at least 56% of plans/reports and actually in terms of multiple methods the issues were present in 100% of plans/reports
<i>Aligned</i>	Methods linked to specific outcomes; criteria for meeting outcomes identified.	methodology often not described adequately so difficult to assess alignment or appropriateness; need to attach tool(s) used; what questions were asked of focus groups? What survey was used, what rubric, etc.
<i>Appropriate</i>	Multiple methods used; direct methods for assessing learning; methods used is logical choice for measuring stated outcomes.	some work needed on assessment methodologies and appropriate uses; several highly relied on survey and pre-post survey and anecdotes; need some assistance with documenting "stories" and determining if pre-post is needed or even appropriate for the outcomes given

Results		Of those that submitted a report, nearly 70% did not provide adequate information to evaluate the analysis and interpretation of results. Do not necessarily need raw data but do need to know how it was analyzed.
<i>Analysis</i>	Congruence between the type of data collected and the data analysis	Analysis information that needs to be included in this section has to do with how the data was manipulated to make meaning: themes based upon some criteria, means, frequency distributions, percentages, counting? Need to have the number surveyed, description of who surveyed, how many trained and involved in the assessment. For focus groups must describe the group and how the data was analyzed--how was meaning made of the comments.
<i>Interpretation</i>	Results interpreted in the context of improvement; Data interpreted within appropriate scope (generalizability, return rates, sample described, etc.)	Report results in a context: " 50 people attended the training and were asked to complete the survey. 45% completed the survey" That says something different may be interpreted differently than 3 people attended the training and were asked to complete the survey. 33% completed the survey--which means that only one person completed the survey--so how much do you want to make changes based upon the feedback of only one person? Context is important when reporting on the results and is necessary for a complete review and understanding by outside observers. Likewise stating in the result section that a full report is available upon request provides no information to reviewers or others. Must have at least a summary or a set of bullet points--otherwise how can they make sense of actions taken?
<i>Sharing</i>	Results and interpretations are shared; Results describe when, how, and what was shared	most are sharing with staffs or various staff groupings or in annual reports, presentations to staff, etc. but may not report this in the results section which is also needed--when-in a staff meeting, how--PowerPoint presentation, what--results from this survey, etc.
Decisions/Recommendations/Sharing		Of those that submitted a report, most had problems with their decisions being understood because adequate results were not reported. Align specific decisions with specific results.
<i>Decisions</i>	Describes conclusions and decisions drawn from assessment data	For those that had good descriptions of results, etc. easy to follow how decisions related to the data. Problems arise when the results are not present or not adequately described.
<i>Intended Actions</i>	Describes intended actions for improvement based on evidence.	Same as above

<i>Communication</i>	Shares assessment decisions and actions with unit personnel and other relevant constituents.	Overall units are sharing assessment results/decisions with staffs though this is not always reported upon; Much more difficult and not always done is sharing results with the subjects of the assessment (students)
<i>Process Reflection</i>	Evaluates appropriateness of: target group, instruments, process, defines refinement of assessment process	This happens but is typically not reported upon unless there is a problem and the data that was collected or the methodology that was tried didn't work. Might be helpful if there was a short piece even if the method worked, why it worked, etc.
<i>Continuation/ Follow-up</i>	Sets tentative timeline to assess impact of actions implemented	This typically is missing from most reports
Comments: work needed for some units on wording of outcomes; re-organize plan so have full cycle per outcome		

Overall, the results suggest that those units who have been working consistently on assessment over the last several years are doing better than those units who have not been engaged or only intermittently engaged (does not include those units who have decided not to participate in assessment). This is not surprising or unexpected however it is distressing given the importance that the division has placed on assessment.

In terms of themes there are several areas that appear to need some additional development with assessment council members. These include:

1. Clarity and scope of mission for novice plan developers
2. Clarity and scope of goals for novice plan developers
3. Clarity and measurability of learning outcomes for novice plan developers
4. Same for operational outcomes (continues to look like a "to do" list rather than results of the "doing")
5. Methodology is not generally described adequately with tools used, description of how data will be analyzed, etc. thus it is difficult to determine appropriateness of the proposed methodology. Most outcomes measured using only one method which is okay for beginning plans but should expand methodologies to multiple for more advanced plan developers
6. Results typically not provided with enough information to determine if decisions made are related to the data/results interpretations. This was the case for most reports (70%) and likely needs some additional training about how to report results vs. raw data or sheets of graphs, etc.
7. Overall information is shared with staffs however few units share results with subjects of assessment (i.e., students)

Decisions/Recommendations

Based upon these results, more training and consultation are needed with novice plan developers in order to assist them in becoming more focused in terms of mission and goals. Since the outcomes are derived from the mission and goals having clarity and focus in those two areas is important. Learning outcome wording is often confusing however, when outcomes are worded in observable and measureable terms, it makes the selection of method and the development of tools easier. Likewise it makes interpretation of results easier when the outcome has been established.

Developing two workshops/educational sessions for novices and then another one on Reporting results, etc. may aid in moving some units to greater assessment capacity.

Outcome B (learning) - 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."

Method - Reviewer reports will be read and themes developed in terms of where additional learning is needed. Use of a rubric for this purpose will be developed by Rebecca. Rebecca is responsible for this assessment.

Implementation - Rubric was developed over the course of the year and implemented in the summer after all plans have been submitted and reviewed by Assessment Council.

Results - Table 2 provides a summary of the review of assessment plan/report reviews by assessment council teams. Specific feedback to reviewers who experienced less than “met” on some of the areas will be provided some feedback to help them improve.

TABLE 2
SUMMARY--Review of Assessment Plan/Report Reviews by Assessment Council Teams-- FY 2010

Date plan ready for review:		Date reviewed:	AVERAGE Time to Review: 3 months
Components of Plan/Report	Feedback Consistent (C)/Mostly Consistent(MC)/Not Consistent (NC)with Definitions	Comments/Themes/Strengths/Areas for Improvement of Review	
Mission		consistent feedback about mission statements that align with the criteria in the rubric	
<i>Purpose</i>	C		
<i>Clarity</i>	C		
<i>Enduring</i>	C		
Goals		consistent feedback about goals that align with the criteria in the rubric	
<i>Purpose</i>	C		
<i>Clarity</i>	C		
<i>Enduring</i>	C		
Learning Outcomes		only two out of 14 (14%) reviews failed to comment on the clarity and ability to measure the learning outcomes as they were stated--this made it difficult to also determine the usefulness of the outcomes; 86% were right on the money in terms of their feedback to units	
<i>Clarity</i>	MC		
<i>Measurable</i>	MC		
<i>Useful/ Meaningful</i>	MC		
Operational Outcomes		only one unit had operational outcomes and the review team did not comment about how the operational outcomes were really a to do list vs. outcomes expected from the efforts	
<i>Clarity</i>			
<i>Measurable</i>			
<i>Useful/ Meaningful</i>			

Comments: learning outcomes for units newer to doing plans/reports may need some additional help but reviewers were very good at offering suggestions

	Feedback Consistent (C)/Mostly Consistent(MC)/Not Consistent (NC)with Definitions	Comments/Themes/Strengths/Areas for Improvement
Assessment Methods		7 plan/reports had comments from reviewers on some element of the assessment methods--this was about 50% of the plans. The feedback was right on target and focused mostly on the fact that those plans/reports did not provide instrumentation or complete descriptions of what methodology was going to be used, description of who the subject of the assessment was, number of people involved in being assessed. Since this is the first time this rubric has been used, a cut off percent or success percent was not established but will be in the future.
<i>Aligned</i>	C	
<i>Appropriate</i>	MC	
Results		This area was most problematic for reviewers as several plans did not provide enough information on the results to allow reviewers to make sense of the report and the following decisions, etc. Sometimes raw data was provided or a link in student voice was there but it gave no analysis or interpretation. Reviewers should not have to wade through raw data but should be provided with a summary of the data as well as the link. Reviewers consistently commented about this and their need for more information, return rates, description of sample, etc. in order to understand results and how they were used in the later sections.
<i>Analysis</i>	C	
<i>Interpretation</i>	C	
<i>Sharing</i>	MC	
Decisions/ Recommendations/ Sharing		Comments were on target and related well to the issues around the results sections mentioned above. Most plans did not provide process reflection and this was not necessarily commented on consistently
<i>Decisions</i>	C	
<i>Intended Actions</i>	C	
<i>Communication</i>	C	
<i>Process Reflection</i>	MC	
<i>Continuation/ Follow-up</i>	MC	

Timeliness of Review		average time to review was: 3 months; range 1 month--4 months with 2 plans not reviewed; 9 of 14 plans took 3 months or longer to review (64%); one plan only took 1 month to review
<i>One month or less</i>	NC	
Comments:		
<p><u>Overall, reviewers did an outstanding job of the reviews!</u> Consistently reviewers provided suggestions for improvement, often re-writing outcomes or other parts to illustrate how an element might be revised to be clearer, etc. All were reviewed in the spirit of trying to be helpful, encouraging, etc. Tremendous amount of work and thoughtfulness! Areas that I think we need to work some on are looking at analysis and interpretation of results and our time frame for completing the review. How can we shorten the time it takes to provide feedback to the unit and to get that feedback to Rebecca and Angi?</p>		

Decisions/Recommendations – Based upon these results, the Council will need to discuss the timeliness of our reviews and providing feedback to units. Most reviews took 3 months or longer to occur. Our goal is to have all reviews completed within a month of receiving the plan/report. For the next round of reviews, we have limited the review team to two members which should help in scheduling the review meetings. Units will also need to make these meetings a priority as well.

Some areas need some work with individual teams to ensure that the feedback provided is accurate and on-target. However, since the vast majority of reviews were done well and with few or no errors, this is only a slight problem and one which will be easy to resolve with additional consultation with those team members.

Outcome C (learning) – As a result of orientation and training users of Student Voice will be able to implement iTouch technology as an assessment tool.

Method – (A) Review iTouch reservations to determine use/implementation and compare to list of people trained. (B) Maintain checklist of who and what follow-up questions occur when people try to implement. Angi is responsible for this assessment.

Implementation – Angi and Rebecca will develop a checklist. Angi will implement over the course of the year and provide a summary report at the end of Spring Term, 2010.

Results – The iTouches have been used 17 times over the last year by eight different units. Usage varied from 2 to 30 iTouches. Itouch use ranged from one day to up to three months. General training was conducted for the Assessment Council membership and four individual trainings occurred throughout the year. Overall the devices assisted with data collection in an efficient manner. There were a few syncing issues with four iTouches which were resolved by changing the date on the device to the current date. Student Voice was very responsive to our requests for assistance.

Decisions/Recommendations –We will continue to utilize the ITouch technology for data collection. We will continue to document, address, and resolve any issues that manifest. Usage and issues will be reported to the Assessment Council at regular intervals. Use of iTouch technology will continue to be a training issue.

Goal 2 - Disseminate assessment information about students to the university community.

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

Outcome A (learning) – As a result of training student affairs personnel will be able to publish their department/unit's assessment events on the coordinated Student Affairs Assessment Calendar.

Method – Review unit/department postings on the Student Affairs Assessment Calendar. Angi is responsible for this review.

Implementation – Angi will monitor this over the course of the year to see if units are using the calendar to post their information.

Results –Overall seven student affairs departments used the Assessment Calendar to schedule their assessment work. There were several technical problems with the system which caused some reduced use. These were primarily with regard to permissions. Community Network has worked with us to fix this problem but it is still unresolved at this time.

Decisions/Recommendations – We will continue to work with Community Network Services to fix the permission issue with a goal of having this fixed by September 2010. In addition, we will continue to encourage units to utilize the calendar to assist with coordinating assessment measures and provide periodic training and follow up training when necessary. Further, the results of the assessment calendar utilization will be

reported to the assessment council during a regular council meeting. The instructions for use will be added to the website.

Outcome B (learning) - As a result of units/departments accessing the Student Affairs Assessment calendar, surveys and other assessment events will be better coordinated across departments.

Method – Review unit/department postings on the Student Affairs Assessment Calendar to collaborative/cross-departmental assessments.

Implementation – TBA

Results –

Decisions/Recommendations -

Outcome C (service) – As a result of better coordination of unit/department assessment, students will receive fewer survey assessments from SA units.

Method – Review unit/department postings on the Student Affairs Assessment Calendar and count the number of surveys being delivered to OSU students from year to year. Success if number declines.

Implementation - TBA

Results –

Decisions/Recommendations -

**Student Affairs Research and Evaluation
Assessment Plan
2010-2011**

Date: September 13, 2010

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

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 to produce a culture of assessment and continued improvement within the Division.

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

Outcome A (learning) - Department/unit/alignment group contacts will be able to identify assessment plan/report components and demonstrate their use in an assessment report annually.

Method - Review assessment plans and reports submitted to the assessment council for review and identify if all components are present and used appropriately (e.g., goals meet definition, learning outcomes, etc.). The plans/reports will be reviewed using a rubric and themes developed from the review regarding learning needs for continued improvement. Rebecca is responsible for this assessment.

Implementation - Review of assessment plans will occur during the summer and after all plans/reports have been reviewed. Use of the rubric developed in FY 2009-10 will be used again.

Outcome B (learning) - 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."

Method - Reviewer reports will be read and themes developed in terms of where additional learning is needed. Use of a rubric for this purpose will be developed by Rebecca. Rebecca is responsible for this assessment.

Implementation - Rubric was developed over the course of the last year and will be implemented again in the summer after all plans have been submitted and reviewed by Assessment Council.

Goal 2 - Disseminate assessment information about students to the university community.

Goal 3 - Coordinate Student Affairs' university-wide research activities.6

Appendix A

2008-09 Summary of Decisions/Actions Taken as Reported by Departments

**Oregon State University
Division of Student Affairs
Summary of Decisions Made/Actions Taken Based Upon Reported Unit Assessment Work
2008-2009**

The following table contains a summary of the decisions made and/or actions taken based upon the full cycle 2008-2009 assessment reports provided by Student Affairs Departments and Units.

Alignment Group— Department/Unit	Decisions Made/Actions Taken as Reported in the 2008-2009 Departmental Assessment Report
Student Life	
Dean of Student Life	No report submitted
Disability Access Services	<ul style="list-style-type: none"> • Due to the success of the proctor training session as measured by a written test of procedures and observation of proctor behavior following the training this training session will be continued as a required part of the student position. Further more emphasis will be placed on aiding student proctors in managing boundaries with students they have proctored for but who they meet outside of the proctoring session. Also, additional role-playing scenarios will be implemented which help proctors to manage their own feelings of being the “bad guy” when they insist that a student test taker follow the instructor or DAS testing procedures. • More information and perhaps a methodological change are needed to assess the degree to which DAS students are able to use the on-line database to request and monitor their accommodations. Further study will include interviews with DAS students to determine use, ease of use, how students use the database, when, etc. From these interviews DAS staff will make a determination about how to proceed.
Career Services	No report submitted
Student Conduct & Community Standards	<ul style="list-style-type: none"> • Continue the in-person Academic Integrity Seminar as this was more favored by students than was the proposal of an on-line seminar. Further, continue the reflection portion of this seminar with homework and follow-up meeting with conduct officer. Students also indicated that it was helpful to them in the seminar to hear other students talk about what happened and it was also very helpful to have the instructor help them work through the “shades of gray” issues of academic dishonesty. This practice will be continued and expanded somewhat in future seminars.

	<ul style="list-style-type: none"> Based upon the results of a survey of faculty members, the following resources will be provided to them via the web: Video of the Distressed and Disruptive Student presentation, implementation of a list of “tips” addressing the most common challenges encountered by faculty and staff with regard to distressed and disruptive students.
New Student Programs and Family Outreach	No report submitted
Health and Wellness	
Counseling and Psychological Services	<ul style="list-style-type: none"> Accreditation <ul style="list-style-type: none"> International Association of Counseling Services—accredited for 8 yrs—next review 2012 American Psychological Association Internship Program—accredited for 7 yrs—next review 2013 Client improvement in skills to manage stress, mood, and/or interpersonal relationships <ul style="list-style-type: none"> Clients reported positive change in the three areas Committee decided to revise questionnaire for better clarity and specificity but will continue this method to assess client felt improvement To ascertain if students are addressing in treatment those areas that are most important to them, further revision of the questionnaire will include questions addressing this area Question that has arisen regarding student academic difficulties/struggles and to what degree these are being addressed in treatment, revised questionnaire will address this question area Students highly satisfied with services at CAPS however three areas will be addressed in the coming year: cultural sensitivity, group counseling, using what is learned in counseling in other areas of life
Recreational Sports	<ul style="list-style-type: none"> Learning from the assessment process <ul style="list-style-type: none"> Staff and participants are two different target groups and need two different sets of learning outcomes Seems to take at least 3 exposures to teach a concept to staff Start with what is core to the department and its programs; then, write related learning outcomes Continue to focus on learning Look more closely at those students with whom we have prolonged exposure (i.e., student employees, student leaders) Post selected assessment findings on the Rec Sports website RS has an under-representation of female and first year student users—committee is working on strategies to increase use by these groups

	<ul style="list-style-type: none"> ○ RS succeeded in decreasing energy expenses which was a sustainability project ○ Redesign the RS website based upon user feedback ○ Sport Club Program leadership (students) has asked for consultation concerning their evaluation process ○ Focus group results used to define policy about who gets priority, for which spaces, for varying time blocks ○ Student Employment Experience Work Group of RS with input from students and staff are developing a student employee curriculum and learning experiences which will include learning outcomes that will be measured ○ Alignment of assessment with RS strategic plan, student employee learning experiences, and marketing messages focused on physical and social health
Student Health Services	<ul style="list-style-type: none"> ● Accreditation <ul style="list-style-type: none"> ○ Commission on Laboratory Accreditation—passed with no citations ○ Accreditation Association for Ambulatory Healthcare Accreditation—passed for three years—next visit Fall 2010 ● Peer Reviews <ul style="list-style-type: none"> ○ Clinicians: incorporate student learning into standard peer review form; next year peer review will focus on diagnosis ○ Nurses: incorporate student learning into standard peer review form; QI study involving specific learning outcome will be performed in the next year ● Patient Education—has been an emphasis and improvements have been seen in student reports around patient education <ul style="list-style-type: none"> ○ Continue focus on providing patients with education about their illness ○ Continue focus on providing patients with home self-care information ○ Continue to focus on information about when to contact a clinician ○ Continue to focus on helping students to improve their condition and general health through lifestyle changes ○ Increase emphasis on student awareness of additional costs for some procedures/appointments and where to find that information on the SHS web ○ Increase work around helping students to connect academic success with healthy lifestyles ○ Continue to orient students to the patient portal and how to use ● Clinical <ul style="list-style-type: none"> ○ Use liquid based pap smears as there is no significant cost difference and patient follow-up is simplified without needing to collect another cervical sample ○ Because clients reported more than a little pain associated with IUD insertion, clinicians

	<ul style="list-style-type: none"> ○ are now using lidocaine with IUD insertion to diminish pain ○ Increase assessment of depressed patients regarding self harm risk and suicidal ideation ○ Increase CE offering for clinicians on assessment and treatment of Metabolic Syndrome ● Pharmacy (conversion to electronic medical record) <ul style="list-style-type: none"> ○ Standardize prescription writing practices for Plan B, Nuvaring and birth control pills ○ Clinicians double check all fields for completion and check the sig for the number of tablets per dose ○ Pharmacy will review the prescription database and remove ambiguous products as well as revise prescriptions for birth control products to make them less ambiguous ● Physical Therapy <ul style="list-style-type: none"> ○ Iliotibial band syndrome: new exercise handouts for patients were created, and a poster was created for student to follow ding rehab that indicates where they are in the process of returning to running ● Health Promotion <ul style="list-style-type: none"> ○ Achieved 26,000 student contacts; continue outreach ○ The Third Millennium on-line course should be continued by the IMPACT program as results showed that students increased knowledge about alcohol and the associated behavioral health issues ○ Use a 30-day post assessment of the IMPACT Class and BASICS in order to gauge behavior change following these programs
Memorial Union	
Memorial Union	<ul style="list-style-type: none"> ● Information from student employees from all the MU venues that have student employees used assessment information (gathered from direct observation, surveys, tests, etc.) to improve initial training as well as the continuous on-going training and feedback provided to these students ● While most of the training is individualized per unit, results of a survey indicated that students did not have a very good understanding about how one units work effects other units. In order to help students make this link, additional discussion and training on this was implemented ● Because of the extensive contact with students around organizational funds and spending, MU accountant staff provide training and support for these student accountants as well as student employees working in the office. This investment in effort will be looked at in the future to determine the influence of the effort on student learning in terms of accounting, money management, budgeting, etc.
Student Media and Peace Jam	<ul style="list-style-type: none"> ● Development of a new syllabus for NMC 409 course that is aligned with NMC academic program learning outcomes—assessment to occur in 2010-2011 ● Continue to submit student entries in regional and national competitions in order for students to

	<p>receive media feedback on their work</p> <ul style="list-style-type: none"> • Examine future of print media—college student newspapers • Adjusted circulation and delivery locations based upon delivery audit in fall and spring • Newspaper Institute for Minority High School Students <ul style="list-style-type: none"> ○ Students reported through focus group conversations and observation/evaluation of product and process that they had learned a great deal from this experience in terms of: college possibility, editing can be painful, must go beyond “good enough,” the importance of mentors, and the possibility of journalism as a career. ○ Implement another Newspaper Institute for Minority High School Students and make improvements based upon participant feedback ○ Apply for another grant from the Ethics and Excellence in Journalism Foundation
Student Leadership and Involvement	
<p>Student Leadership and Involvement</p>	<ul style="list-style-type: none"> • Justice in Leadership Series: (focus of learning outcome assessment). The purpose of this workshop series for students who held leadership positions on campus (about 150 students) was to provide educative experiences to help with working with a diverse community, social justice, community development, and leadership. A variety of methods were used to assess the effectiveness of this program in its initial year. Decisions made concerning the program and student learning included: <ul style="list-style-type: none"> ○ Improve facility choice for next year including sound equipment for large group experiences ○ Increase small group interactions and intentionally aid students in developing cross-organization programming ○ Use results of student self-report of learning to update program to emphasize more those areas in which students reported less learning—next year planning group will use these results ○ Students reported that they were able to use skills gained in the fall conference during fall term and replicated that response for the winter retreat and the end of the year focus group ○ JCL series will be continued into the next year with improvements. ○ Assessment process for this series will also be improved by using more observational techniques vs. all student self-report ○ Student leaders also reported their felt needs from the training and these will be incorporated into the on-going JLC Series: self-care, time management, public speaking, budgeting/finance, meeting the needs of my community, critical feedback, conflict resolution, facilitating meetings, and finding mentors.

Greek Life	<ul style="list-style-type: none"> • Greek Life: engaged in a survey of Greek membership concerning needs. This information was shared with Sorority leadership. This group will use these results to develop learning outcomes for six indices of success: Belonging, Self-Worth, Diverse Interactions, Collaboration, Chapter Leadership and Personal Development
Vice Provost for Student Affairs	
Vice Provost for Student Affairs	<ul style="list-style-type: none"> • Understanding Community through Service and Coalition Building (ALS 199) <ul style="list-style-type: none"> ○ Continue oppression overview in morning session ○ Continue use of travel time to service site for reflection and dialogue ○ Continue to look for ways to assist students in making the connection between individual acts of oppression as well institutionalized oppression on community ○ Reflection paper reviewers need to pre-score essays prior to meeting to discuss and finalize rubric ratings and this should occur within 60 days following the class
Research and Evaluation	<ul style="list-style-type: none"> • Continue to encourage those who have not been able to provide documentation of assessment efforts in a consistent way to just begin with something that they can sustain and that is important to them • Poll units to see if they would: (1) want to meet with me to answer questions, consults, etc. and (2) poll assessment council members to see if specific topical workshops would be helpful to them and what that might be • Develop rubric for reviewer training and provide feedback to reviewers on their reviews of assessment plans and reports
Enrollment Management	
Assistant Provost	No report submitted
Financial Aid Office	Report submitted however no decisions/actions reported
Office of Admissions	No report submitted
Registrar's Office	No report submitted

Intercultural Student Services	
Intercultural Student Services Office	<ul style="list-style-type: none"> • Revise assessment plan to be more intentional and clear in specifically who, what, how, and when of assessment; determine if there will be one assessment plan for the department or if there will individual unit plans or some combination
Diversity Development	No individual unit report submitted
Women's Center	<ul style="list-style-type: none"> • Following a comprehensive program review, the Women's Center staff and advisory board will draft a new strategic plan • Revise the student learning outcome section of the report and pursue different methodology to measure • Initiate an international Women's Coffee Hour every 3-4 weeks to encourage more international women to use the Center • Align better the learning outcomes with the Center goals
LGLBT Services and Outreach	No individual unit report submitted
Ujima Education Office	No individual unit report submitted
Casa Latina/o de OSU	No individual unit report submitted
Indian Education Office	No individual unit report submitted
Asian Pacific Islander American Student Services	No individual unit report submitted
University Housing and Dining	
University Housing and Dining	<ul style="list-style-type: none"> • Pilot: Qual Hall Academic Success partnership with Academic Success Center <ul style="list-style-type: none"> ○ Continue next year as results of assessment showed improved writing from participants • Tour Leaders <ul style="list-style-type: none"> ○ Improve training of tour students to include more work with diversity and its many meanings and how it impacts their work as student tour leaders ○ Revise tour training to refocus on overall general information rather than expecting in-depth responses to specific questions ○ Tour student observations and self-reports indicated that confidence rose over the course of time in the position and that the student's ability to respond to questions

	<p>concisely and effectively, assert themselves in groups, and communicate effectively increased over time as well.</p> <ul style="list-style-type: none"> ○ Continue the training series over the course of the year and increase amount of teamwork expected and worked toward ○ Increase shadowing and mentoring for new tour leaders ● CAMP Scholar Interns <ul style="list-style-type: none"> ○ Continue professional development seminar and Racial Aikido experiences for next year ○ Revise internship to six weeks instead of two 4 week internship experiences ○ Continue the cohort and team model for the CSI's next year as well as the leadership experiences and education ○ Revise or eliminate the section on using community resources as students found this unnecessary however continue the part about personal finance ● RA Training <ul style="list-style-type: none"> ○ Continue the year long training sequence (including pre-service training) as well as the mentoring and coaching by members of the Residential Education staff ○ Increase training and mentoring about conflict resolution as this area showed the least learning by resident assistants over the course of the year
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Student Affairs Research and Evaluation

**Oregon State University
103 Poling Hall**

541-737-8738

<http://oregonstate.edu/studentaffairs/assessment/index.html>

