



Student Affairs Research and Evaluation

Annual Report FY 2005-2006



**Assessment-
thinking person's process**

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The image shows a tilted '2005 STUDENT INFORMATION FORM' with handwritten entries. The form includes sections for high school information, SAT/ACT scores, citizenship status, and college application details. It is overlaid with a grid pattern and labeled with 'NSSE', 'CIRP', 'MLS', and 'FSSE'.

2005 STUDENT INFORMATION FORM

STATE: OR ZIP: 97331

8. From what high school did you graduate?
 Name of High School: Clatsop High School
 City: Clatsop State: OR

9. From what kind of high school did you graduate? (Mark one)
 Public school (not charter or magnet)
 Public charter school
 Private religious/parochial school
 Home school
 Private independent college-prep school

10. What were your scores on the SAT I and/or ACT?
 SAT MATH:

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 ACT Composite:

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11. Citizenship status:
 U.S. citizen
 Permanent resident (green card)
 Neither

12. Which of the following statements applies to you? (Mark one)
 Was born in the United States.
 Was born in the United States.
 Was born in the United States.
 Was born in the United States.

13. Have you had, or do you feel you will need, any special tutoring or remedial work in (Mark all that apply)
 English: Have Will Need
 Reading:
 Mathematics:
 Social Studies:
 Science:
 Foreign Language:
 Writing:

14. Where do you live now? (Mark one)
 With my family or other relatives:
 Other private home, apartment, or room:
 College residence hall:
 Fraternity or sorority house:
 Other campus student housing:
 Other:

15. Is this college your: (Mark one)
 First choice? Less than third choice?
 Second choice?
 Third choice?

16. To how many colleges other than this one did you apply for admission this year?
 None 1 2 3
 4 5 6
 7-10 11 or more

17. What is the highest academic degree that you intend to obtain? (Mark one)
 None Associate's Bachelor's
 Master's Doctoral

Introduction

The 2005-2006 Fiscal Year has been a very rewarding year and a very taxing year. From October 1, 2005 to present, the Director of Student Affairs Research and Evaluation also served as the Interim Director of Institutional Research. As a result of this added responsibility much of the work of the Student Affairs position was not accomplished as originally planned in the summer of 2005. Therefore, some of the goals and outcomes anticipated last summer were postponed and will be addressed as needed in the coming year.

This report will primarily address those activities which pertained to my work for the Division of Student Affairs when that work can be separated from the work done in the Office of Institutional Research. Additionally, in order to demonstrate my contribution to the Office of Institutional Research some of the highlights and accomplishments in that office will also be outlined in a special section of this report.

Vision

The university student experience is about learning—the kind of learning that elevates the soul, transforms the world, develops people, supports the community, and provides the foundation for the advancement of society, science, leadership, and knowledge. The Student Affairs Research and Evaluation Office aspires to enable people to understand student learning better through the use of assessment in order to improve the student experience.

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.

History

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

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

FY 2005-2006 Successes

The successes this year combine those of the Office of Research and Evaluation and also the Office of Institutional Research where time was divided between the two areas and responsibilities.

Office of Student Affairs Research and Evaluation

- Development, publication, and dissemination of *Student Affairs Assessment Manual*. This manual is a compilation of the work that the Student Affairs Assessment Council has done over the last few years. It also includes additional information on assessment methods, customer service dimensions, and basic data organization and reporting. This document has been updated on the web so that a current copy is available to Student Affairs personnel and others who are interested. The current language used in Student Affairs has also been updated to reflect the language adopted by the University Assessment Council in collaboration with the Student Affairs Assessment Council in June, 2006.
- Development of a Student Affairs Research and Evaluation community on Scholars Archive in the OSU Library electronic archives. Posted all documents so that a history can be maintained. The Scholars Archive is set up so that other Student Affairs units can post information into this community as well. It would be a great place for the various iterations of the campus compact and our anthem to be posted as well as other division or unit documents.
- The Student Affairs Assessment Council developed, published and disseminated *Learning in Student Affairs*, the learning goals for the Division of Student Affairs. Along with the goals, the Council developed a process for how departments can show their contributions toward these goals.
- Selected to participate in the University of Maryland national survey on Student Leadership. Data collection has occurred and we expect to receive OSU results in the Fall along with comparator data. This was a collaborative effort from many student affairs professionals in several different departments.
- Worked with the College of Health and Human Sciences in terms of their analysis and use of the NSSE data that we had collected for them in spring 2005.
- Finalized OSU portions of the book, *Outcomes-Based Academic and Co-Curricular Program Review: A Compilation of Institutional Good Practices*, by Marilee J. Bresciani. OSU is one of 40 institutions featured in the book for our work on assessment in the Division of Student Affairs. This book is scheduled to be released in September by Stylus Publishing, LLC.
- Asked to submit a section of a chapter for a book being published by NASPA on Student Affairs and Academic Affairs collaboration in assessment. This section of the chapter is focused on the work done in Weatherford Residential College with the Austin Entrepreneurship Program around development of the collaborative curriculum, its implementation, and assessment. The chapter is entitled Devine Comity. Dan Larsen and I collaborated on this effort.

- OSU was one of three universities used as case studies in a doctoral dissertation from the University of West Virginia. The topic of the dissertation was best practices in student affairs assessment. The researcher spent three days at OSU and interviewed a number of professionals in student affairs as well as examining assessment plans, publications, and our website contents. Defense of the dissertation is scheduled for this fall.
- Worked with the University Assessment Council to adopt a common language for assessment at OSU. The Council used the language of assessment from the Division of Student Affairs as the base. Additions were made and submitted back to the Student Affairs Assessment Council. After several iterations, both Councils agreed on the language which was released in June, 2006. This is a huge step forward in coming to some common understanding about assessment and the development of a common language to be used across OSU.
- Worked on the University Learning Goals task force commissioned by the Faculty Senate to develop learning goals for the University. These have been developed and submitted to the Faculty Senate Executive Committee for review. The process now seems to be up to the Faculty Senate to ratify these learning goals.
- Presented a one half day pre-conference workshop at the annual International Assessment and Retention Conference sponsored by NASPA. The title of the presentation was *Strategies for Successful Implementation of Student Learning Outcome Assessment in Student Affairs*. Jessica Heintz and Pat Ketcham were co-presenters of this workshop. We had over 50 participants in the workshop and have already received requests for our materials. One participant from Tennessee has been asked to present our work to their Division of Students Affairs and has asked for our PowerPoint slides and permission to use our work. Throughout the conference, we heard OSU mentioned in terms of best practices and our work on assessment in student affairs. We were referenced in several other presentations at the conference. Additionally, we were able to take five members of the Student Affairs Assessment Council to the conference—most of whom were able to get matching funds from the LL Stewart Development Fund administered out of the Vice Provost for Academic Affairs and International Programs Office.
- Student Affairs Departments and Programs submitted assessment plans again in January, 2006. For some of the departments/programs this was a first time effort. For others this was their fourth iteration of written plans submitted to the Student Affairs Assessment Council for review. There was only one department and two programs that failed to submit a plan. Other than those three areas all other units in the Division of Student Affairs submitted plans for review. This was a huge effort to both submit plans and also to review them and provide feedback to departments.

In general, the plans showed marked improvement over previous submissions. New plans were progressing very well and the feedback process seemed to work for those involved. The Student Affairs Assessment Council will send instructions to departments in early fall regarding submission and review of plans for January, 2007.

Office of Institutional Research

In addition to the usual work of the Office of Institutional Research we have also invested some time in the following activities which have increased our ability to be more efficient and responsive. It has also helped us to prioritize requests in ways that have helped to manage the increasing demand for our services from within OSU and from external agencies as well.

- Morale in the Office of Institutional Research has improved over the course of the year. Much of the improvement has been due to the increased investment in staff by listening and encouraging their opinions, values, and ideas.
- As a common value of the staff, collaboration and creativity in how work is accomplished was promoted and encouraged as well as promoting the professional development of each staff member. This investment has already reaped some benefits in terms of new methodologies and renewed energy.
- We have been able to reduce the expenditures to an outside editing company to produce many reports and documents. In the coming year, we will not have to use this company at all since we have been able to automate the production of these reports in house and in a resource and time-saving manner. We will be able to expand upon this in the coming year as well. This was accomplished through a collaborative effort between Susan Wang and Kim Clark.
- The work of staff to develop a new mission and overarching goals as well as outcomes for the department have helped to focus our work better and to reflect our vision of the responsibilities of an IR office.

Office of Institutional Research Mission Statement

The Office of Institutional Research supports Oregon State University's mission and strategic planning and aids University leadership in making informed decisions.

This is accomplished by:

- Collecting, analyzing, and disseminating timely and accurate university level data;
- Leading the collaboration between OSU data owners and users, and OUS;
- Anticipating and responding to emergent data needs of the university; and
- Fostering a healthy environment with professional development, support, teamwork, and continuous improvement efforts at the core. (Confirmed by IR staff on January 9, 2006)

OIR Goals

- To provide accurate, effective, and timely data-based reports to help answer the important questions for OSU
- To manage competing priorities effectively and with clarity to all parties
- To align resources with the reporting needs of OSU leadership
- To continually develop as a faculty and staff in order to apply best practices to the operation of the IR office and its services.

- Outcomes that were set for this year have all been accomplished.
 - Ensure that IR faculty have professional development opportunities and that this includes financial support
 - Update and align web page to better represent the work of the IR office
 - Collaborate with data partners in order to better align SCARF with other institutional data resources
 - Reduce print reports and better utilize web resources for communicating with the campus
 - Reorganize S & S budget to maintain better control over expenditures. (Expenditures in S & S were a little over \$6,000 less than in FY 05 and faculty and staff were still able to travel and participate in professional development.)

- While assuming the responsibility for coordinating SCARF reporting has added work to the IR office, it has also helped to smooth the process. Steve Edwards has done an excellent job in working with the various data owners as well as the IS programmer to test our SCARF data prior to the deadlines which has helped to make our data better and our responses to OUS on time. This shift in process has also allowed us to approve the SCARF data with more confidence since we know what the data that is sent to OUS looks like and how it has been derived and cleaned.

- With the streamlining of how enrollment and student information is handled and reported in the IR office, the posting of data on IIRIS has become a single process rather than a duplicative process. This has saved time and made information more available to the public.

- IR and Human Resources are collaborating in an effort to get CIP codes assigned to individual faculty members in HRIS. This has been a consistent problem as request for faculty by discipline information has increased. It has also been a problem in responding to the National Science Foundation survey. After meeting with HR and describing the problem, Linda Bork from HR has been working with IR staff to devise a method to assign CIP codes to faculty. This should allow for a much quicker way to get this information from HRIS in the future. The target for this project and the method to be completed is late summer.

- OSU participated in the OUS Survey of Recent Graduates by over-sampling OSU graduates. This will allow us to report specific OSU findings based upon a large sample of OSU grads. Because we had input into the survey questions we will also be able to compare some questions on the NSSE from seniors to the same questions on the OUS survey. Data for this should be available to OSU in mid-summer.

- The Graduate School and the International Education Office have worked with IR to determine differences in enrollment summaries. Further, both offices agree that the IR numbers are the ones that will be reported out to others even though these offices may continue to use other reports that they generate for their own purposes in house. Whether this solution works or not will be seen this fall when the enrollment numbers for 4th week are released.

- The IR Office has begun to examine the manner in which we store electronic databases and other products. Currently, much of this information is contained on individual computers. As we begin to centralize these databases and reports to a share drive maintained by the CN, an organizational structure will need to be in place. We have begun conversations as a staff about how to do this and how to set up naming conventions which are consistent and make sense to everyone. Currently, everyone does their own thing which makes it difficult to find

electronic reports, etc. since there are no naming conventions or standardized ways of cataloging our information. We have requested help from the Library and will be consulting with their cataloging personnel to see if there is a systematic way in which we can begin to organize databases, reports, etc. that are accessible to all staff and that can be maintained and better secured through the Community Network.

Future Goals and Aspirations

The following reflect a combination of personal and professional goals or aspirations for the next few years. These really are in addition to or complementary to the departmental goals.

- 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.
- 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. Is there a way in which to use these in Division-wide planning as well?
- 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.
- 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.
- 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.

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 Office of Research and Evaluation supports the mission of Oregon State University by providing an avenue for the professional development of faculty and staff so that they are able to provide better service to constituents. Further the research efforts of this office have helped to increase awareness of the student experience at OSU which has led to a growing awareness of the need to place students at the core of the enterprise. As assessment has progressed and developed in many student affairs units, the intentionality and thought devoted to program development and a focus on student learning and planning with outcomes in mind has helped departments and units to reflect and focus on the core offerings and meaning/purpose of their work. There has been an increasing focus on continuous improvement. Indirectly, these efforts should enhance the services and programs students have available to them. In essence the work of planning for assessment and thinking about the outcomes has increased staff and faculty focus on students. It has further focused attention on the core responsibilities and the sustainability of efforts in units.

The clear increase in the depth and thought reflected in the unit and departmental assessment plans reviewed in January and February, 2006, demonstrate increasing intentionality in programs and services in many departments/units. Further, these plans also suggest that units and departments are involved in a process of development and engagement.

The fact that assessment in Student Affairs at Oregon State University has received positive attention from other Universities and Colleges across the country also supports the mission of OSU. By sharing our work in this area, we are able to reach out and engage other colleagues in the work. Our scholarship and creativity in this area has enhanced the work of others.

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 Student Affairs Assessment Council is definitely a value-added working group for the Division of Student Affairs and OSU. This group has remained a viable council for nearly 11 years. While there are few original members on this council now, the group continues to add new members, develop, learn, and implement that learning.

This year some of the major accomplishments of this group included:

- Held an annual retreat to focus on learning goals for the division
- Collaborated with the University Assessment Council to adopt a common language for assessment for OSU.

- Improved the assessment plan review process and made plans for further improvements in the next review process in 2007.
- Extended an open invitation to Student Affairs colleagues to use the Student Affairs Assessment Council consultants, sent out a list and posted it on the SARE website.
- Departments that were willing shared data they were collecting, how they collected it and how they hoped it would be used. Several Council meetings during winter and spring terms were devoted to this. Council members felt this was very important to their understanding of what data was being collected and how it could be relevant to their own department.
- Led the annual Student Affairs Division Fall Meeting and introduced the Learning in Student Affairs document to the Division.
- Assessed needs of participants in the Fall Division meeting and worked to create opportunities for people to continue to engage in conversation about assessment and student learning.
- Reviewed a record number of assessment plans for the Division and provided feedback to the departments in a timelier manner. The provision of feedback however is one area that the group believes we need to structure somewhat differently and we will be doing this in Winter term, 2007.

Overall, the Council continues to thrive and address the needs of the group as well as the larger needs of the Division in terms of assessment and use of assessment data. Plans for the coming year are proceeding and several sub-committees are already working for next year.

Data Related to Usage/Impact

The following information pertains to the activities, partnerships, and involvement of the Student Affairs Research and Evaluation Office for the FY 2005-2006. While the contributions of the Office are substantial, it should be noted that this was done in addition to responsibilities in the Office of Institutional Research. Thus, the activity this year in Student Affairs is likely much less than in previous years. In addition, significant products or collaborations involving the Office of Institutional Research are also noted.

Committee Involvement

Student Affairs Assessment Council, chair
 Institutional Review Board for the Use of Human Subjects in Research
 University Assessment Council
 University Learning Goals Task Force
 Student Success Council
 Academic Affairs Council (Institutional research)
 National Research Council steering committee (Institutional research)

Significant Collaborations

SA Assessment Council—work and learning planning
 University of Maryland Leadership Survey group

Enrollment Management, Information Services, Institutional Research implemented an improved SCARF reporting process to OUS (Institutional Research)

Work Products

Learning in Student Affairs Brochure

Sanderson, R.A. (2005). *Student Affairs Assessment Handbook*. Corvallis, OR: Division of Student Affairs, Oregon State University:

Custer, G.J. & Sanderson, R. A. (2006). *2005 Results National Survey of Student Engagement*. Student Affairs Research Report 01-06. Corvallis, OR: Division of Student Affairs, Oregon State University.

Custer, G.J. & Sanderson, R. A. (2006). *2005 Faculty Survey of Student Engagement Report*. Student Affairs Research Report 02-06. Corvallis, OR: Division of Student Affairs, Oregon State University.

OSU Perspective, 4 (1). October, 2005

Contents: Student Success: Creating Conditions that Matter, What OSU First Year Student Say About Their First Few Months of Residential Experience, Class of 2009—Their World, Student Borrowing and Debt Burden, Thoughts on First Year Retention

OSU Perspective, 4 (2). June, 2006

Contents: National Survey of Student Engagement, "Whadda Ya Think," Weatherford Hall: The Living and Learning Environment, International Assessment and Retention Conference, Faculty Survey of Student Engagement—OSU Results

Various spreadsheets and reports in support of the work of Institutional Research (Examples include)

- Comparator information on salary by discipline for the Provost
- Comparator information on U.S. News and World Report ratings for Provost
- Report on race/ethnic make-up of student population and faculty for Office of Community and Diversity
- Spreadsheet coordination for data provided for Provost's Retreat
- Spreadsheet reports for various requests from other university IR offices

Surveys I have been asked to review / help with

Date	Type of help Requested	Person/Office Requesting
July, 2005	LGBT Interviews with SA and Advisors	Luke and Kurt
October, 2005	Student Insurance survey	Royal Willard, SHS
October, 2005	Leadership survey extra questions	SA MLS Question Committee
September, 2005	MU Student Employee Survey and results	Parcella Provence, MU
January, 2006	OUS Survey of Recent Graduates	OUS IR Directors
April, 2006	CIRP supplemental questions	SA Assessment Council

Information Requests and Assessment Plan Consultations

Date	Info Requested	Person/Office Requesting
July, 2005	Help with Weatherford Learning Outcomes/process	Dan Larson
July, 2005	Help with Rec Sports Assessment	Sheila Evans, Rec Sports
July, 2005	Help with assessment of peer health advocate programs	Dave Visiko, SHS
August, 2005	Alumni survey to pilot information literacy question	AnnMarie Deitering, Library
August, 2005	Several requests for information about how STAART, STAART-2 and SARN linked and got started	Cat McGraw
September, 2005	National norms for 2004 CIRP	Jessica White
September, 2005	Review of rubrics and presentation handouts for MU	Kent Sumner
September, 2005	Portion of book chapter on Weatherford AEP program assessment	Dan Larsen, UHDS and Sandi, Oster, Texas A & M
September, 2005	Samples of assessment plans and also copy of assessment handbook, learning goals	Deb Walker, Northern Univ., South Dakota
September, 2005	DEEP occasional papers reference	Polly Jeneva, CLA
October, 2005	Assessment of Dual Enrollment Program	Bob Bontrager
October, 2005	Info on SA Assessment	Brian Sullivan, UBC
October, 2005	Learning in the SA Division	Debby Widony, DOS office
October, 2005	Phone interview on SA Assessment	Kelsey Leman, WSU
October, 2005	Dissertation on Best Practices in Student Affairs Assessment	Adam Greene, West Virginia University
January, 2006	Assessment in Health Promotion	Pat Ketcham, SHS
February, 2006	Assessment	Liz Gray, HHS
March, 2006	Assessment in Financial Aid	Barbara Cormack, FA
April, 2006	Assessment of Sexual Harassment Training	Angelo Gomez, AA Office
May, 2006	Assessment in LGBT stuff	Steven Leider, LGBT coordinator

Publications and External Presentations

- Final draft of contributions to *Outcomes-Based Academic and Co-Curricular Program Review: A Compilation of Institutional Good Practices*, by Marilee J. Bresciani, due for release in September, 2006, by Stylus Publishing
- Asked to submit work for inclusion in a book chapter being authored by Sandi Oster for NASPA on Student Affairs and Academic Affairs collaboration. Partnered with Dan Larson, UHDS, to submit information about the Austin Entrepreneurship Program and Weatherford Residential College.
- Presented a three-hour pre-conference workshop at NASPA's International Assessment and Retention Conference in Phoenix, AZ with Pat Ketcham and Jessica Heintz on June 16, 2006. Presentation entitled: *Strategies for Successful Implementation of Student Learning Outcome Assessment in Student Affairs*.

Presentations

Date	Topic	Audience	Number
January, 2006	Training in assessment for Health Promotion staff	Health Promotion Staff	5
March, 2006	Training in assessment for Financial Aid staff	Financial Aid staff	18
April, 2006	CIRP	START leaders	24
April, 2006	Assessment in Enrollment Management	CSSA students	10
May, 2006	Impact of mental illness on Families	OSU Mental Health Group	9
May, 2006	What's new in assessment	CSSA Assessment Class	25
June, 2006	Review of Assessment Projects	CSSA Assessment Class	4
June, 2006	Strategies for Successful Implementation of Assessment of Student Learning Outcomes in Student Affairs	Attendees' at NASPA's Retention and Assessment conference, Phoenix, AZ	60
June, 2006	Facilitated retreat for Academic Advisors	Head Advisors in each college	14

Challenges and Opportunities

The work in the Office of Student Affairs Research and Evaluation continues to be both challenging and rewarding. The Assessment Council members are a joy and bring such wonderful energy to the development of an assessment culture in the Division. They are very committed and seem to enjoy the collegiality of the group.

Nevertheless, there are some challenges and some opportunities

- In the previous year's report, one of the challenges was to broaden some of our assessment efforts to look at other areas not covered by the NSSE and the CIRP. This year by not administering the NSSE, we were able to work with the University of Maryland on the Leadership Survey. I think the challenge will be to determine what and how to assess some of the larger issues in a way that is sustainable over time. As we look to the summer of 2007, we are intending to replace the CIRP with another survey instrument developed by a small committee of people with some interest in determining the thinking of the entering first year class. The change in the schedule for administering the NSSE and CIRP has provided the opportunity to engage in other assessments.
- This year only two units and one department elected not to engage in assessment. One of those units is very new and has already begun to work on a plan for assessment in the coming year. It is clear that some of the plans still need to be nurtured and develop along with the plan writers as some are filled with outcomes and goals that it would take years and year to assess, yet these groups have at least made a good attempt. The challenge is how to help them progress. The opportunity is there now since there is something with which to work.

- Some departments in Student Affairs are doing some really good work in assessment. The challenge now is to help them begin to share this work more widely. After attending the NASPA Retention and Assessment Conference, I am now sure that their work is ahead of many and would be great to present. I have already talked to a couple of people and will talk to a few more to see about interest in presenting at the 2007 conference.
- Last year one of the challenges that I felt had to do with finding a group of people who were engaged in work similar to mine with which to begin to develop some professional colleagues. My attendance at the NASPA Conference referenced above provided me with that opportunity.
- Keeping up with my own professional reading and development is a continuing challenge and has been both more difficult this year and in some ways better this year. Working in the IR office for most of this year was a development experience that helped me to understand better the work of that research arm of the university and to also see other opportunities there. At the same time, that work pulled me farther from the assessment work in Student Affairs. There are several projects that just did not get even started because of the work in IR.
- The challenge in the coming year will be to re-integrate into the work of assessment in student affairs that utilizes what I have learned in IR and that adds value to the work. A further challenge related to this and perhaps a much greater challenge will be how the division re-organizes and the effect that will have on assessment efforts.
- The greatest challenge however will be trying to balance the demands of the IR office with the needs of the Student Affairs assessment work. Since I have no way of knowing how much longer I will be asked to be the interim director of IR, this has created difficulty in planning for the coming year.

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

Appendix A

Departmental Assessment Plan 2005-2006

Date: July 26, 2005

Department: Student Affairs Research and Evaluation

Director: Rebecca A. Sanderson, Ph.D.

Assessment Contact: same as above

Email: Rebecca.sanderson@oregonstate.edu

Phone: 541-737-8738

Statement of Vision and Mission:

The university student experience is about learning--the kind of learning that elevates the soul, transforms the world, develops people, supports the community, and provides the foundation for the advancement of society, science, leadership, and knowledge. The Student Affairs Research and Evaluation Office aspires to enable people to understand student learning better through the use of assessment in order to improve the student experience.

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

Statement of Goals:

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

Statement of Outcomes:

Goal 1: Build assessment capacity in Student Affairs departments

Outcomes:

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

Goal 2: Build sustainable assessment structures in Student Affairs

Outcomes:

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

Goal 3: Disseminate assessment information about students to university community

Outcomes:

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

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

Outcomes:

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

Evaluation Methods:

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

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

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

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

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

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

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

Implementation of Assessment Plan:

Goals	Outcomes	Method	Time	Who Responsible
1. Build capacity	A. Assessment Council participants and Student Affairs departments will demonstrate their learning and development by submitting completed 2004-2005 assessment plans including results and decisions/recommendations by January 15, 2005.	A. Count	January/ Feb, 2006	Rebecca Sanderson
	B. Assessment Council participants and Student Affairs departments will demonstrate their learning and development by submitting 2005-2006 assessment plans by January 15, 2006; Mean rating of plans will have increased from previous year.	B. Use of rubric	January/ Feb, 2006	Rebecca Sanderson and members of assessment council
2. Build structure	A. Student Affairs Departments will demonstrate their learning by using the web software to post plans.	A. Review of assessment plans posted on the web	Spring, 2006	Rebecca Sanderson
3. Disseminate info	A. Publish 3 issues of OSU Perspective	A. Count number of OSU Perspectives published	Oct., Feb, May	Rebecca Sanderson
	B. Publish reports for CIRP, NSSE, and FSSE during FY 05-06	B. Count number and type of reports of university-wide surveys published in FY 05-06	Dec, Feb, March	Rebecca Sanderson
4. Coordinate	A. Maryland Leadership Survey administered if chosen	A. Document IRB approval and the survey was administered	Jan-May, 2006	Rebecca Sanderson
	B. 2005 CIRP will be administered with IRB approval	B. Document IRB approval and the survey was administered	June-Aug, 2006	Rebecca Sanderson

Results: (by goal)

Goal 1. Build assessment capacity in Student Affairs departments

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

This year 88.5% of the possible Student Affairs departments/units submitted assessment plans for review by the Student Affairs Assessment Council. Only EOP, the Women's Center, and LGBT Services did not submit a plan. The percentage of Student Affairs departments/units that submitted plans is up from only 67% in 2004-2005 to 88.5% for FY06.

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.

After a review of the mean ratings for Assessment Plans, only 50% of the plans had improved their mean rating which is somewhat less than what was anticipated and set as a target. Several department/unit ratings (41%) were less than in previous reviews which may have to do with the reliability of ratings. This could necessitate better training with raters to increase inter-rater reliability. (See Appendix C).

Goal 2. Build sustainable assessment structures in Student Affairs

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

The software that was supposed to be ready to use by late fall term 2005 has still not been released for use. Thus, this outcome could not be measured in FY06.

Goal 3. Disseminate assessment information about students to the university community

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

Only two issues were published this year since the work in the Research and Evaluation office was only half time because of the Interim position in Institutional Research.

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

The report for the NSSE and the FSSE were completed and distributed during the 2005-2006 FY. However, the CIRP report has not been completed but should be completed prior to the beginning of the fall, 2006 term. Again, these reports were difficult to produce with the limited time available.

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

Outcome A If selected will administer Maryland Leadership Survey with IRB approval

This survey was administered with IRB approval and the results should be provided to OSU in the early fall.

Outcome B 2006 CIRP will be administered with IRB approval

The CIRP is now being administered during the summer START program and should be completed by the end of August which is standard. The IRB approved the project.

Decisions and Recommendations:

After reviewing this plan and the results of the assessment efforts, it is clear that some of the preparation and delivery of educational services that did not occur this year because of the interim director position in Institutional Research had an effect on the intended outcomes. Thus, the first decision that is clear from these results is that the Director of Student Affairs Research and Evaluation is a full-time responsibility and that if done only half time, some things will not be accomplished.

It is great that the number of plans submitted for review this year increased, with many departments/units submitting a plan for the first time. The overall quality of plans was better than in previous years which is to be expected. One issue that did emerge has to do with inter-rater reliability. When the plans are read as a whole, they appear to be much better thought out and written however, the ratings from the rubric do not necessarily confirm that impression. Thus the dilemma arises about whether the inter-rater reliability is high year to year and rater to rater. If the rating is going to be used as a measure of group learning, then the reliability of raters must be increased. This will be addressed with the Assessment Council in the coming year.

The software for use by departments and units was projected to be ready for use during late fall term. This however did not happen and thus the outcome associated with this was not measured. Plans are still underway to have a system to post plans to the web. If/when this happens, training will need to occur for Student Affairs assessment contacts so that they are equipped to respond to the new technology.

The production of the OSU Perspective Newsletter occurred only twice during the year rather than the expected three times per year. This should be improved with the return to full-time work in the Student Affairs Research and Evaluation Office.

The same can be said for the research reports. Only the NSSE and the FSSE were completed during this fiscal year. The CIRP report was not completed but should be completed prior to fall term, 2006. Happily, however, OSU was able to participate in the Maryland Leadership Survey (MLS) during the winter/spring term. The project was approved by the OSU IRB and the survey has been administered. OSU should get the data and the results early this fall.

Overall, several decisions have been made and will be acted upon in the coming year:

1. Remember that the Director of Student Affairs Research and Evaluation is a full-time position and when it is done only half time, not all the work will get completed as planned.
2. Continue to monitor the number of Student Affairs departments/units that submit assessment plans for review.
3. Re-evaluate using the assessment plan rubric as a measure of learning about how to write and implement an assessment plan.
4. If the rubric is used for the purpose in #3, increase training on its' use so as to increase inter-rater reliability.
5. Continue to monitor production of reports/newsletters so that realistic expectations can be maintained.

Appendix B

Departmental Assessment Plan 2006-2007

Date: July 26, 2006

Department: Student Affairs Research and Evaluation

Director: Rebecca A. Sanderson, Ph.D.

Assessment Contact: same as above

Email: Rebecca.sanderson@oregonstate.edu

Phone: 541-737-8738

Statement of Vision and Mission:

The university student experience is about learning—the kind of learning that elevates the soul, transforms the world, develops people, supports the community, and provides the foundation for the advancement of society, science, leadership, and knowledge. The Student Affairs Research and Evaluation Office aspires to enable people to understand student learning better through assessment in order to improve the student experience.

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:

- B. Publish 3 issues of OSU Perspective
- C. Publish reports for CIRP 2005 and 2006, Maryland Leadership Survey, OUS Survey of Recent Graduates—OSU Results 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 2005-2006 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 05-06. Success if 3 issues are published

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

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.

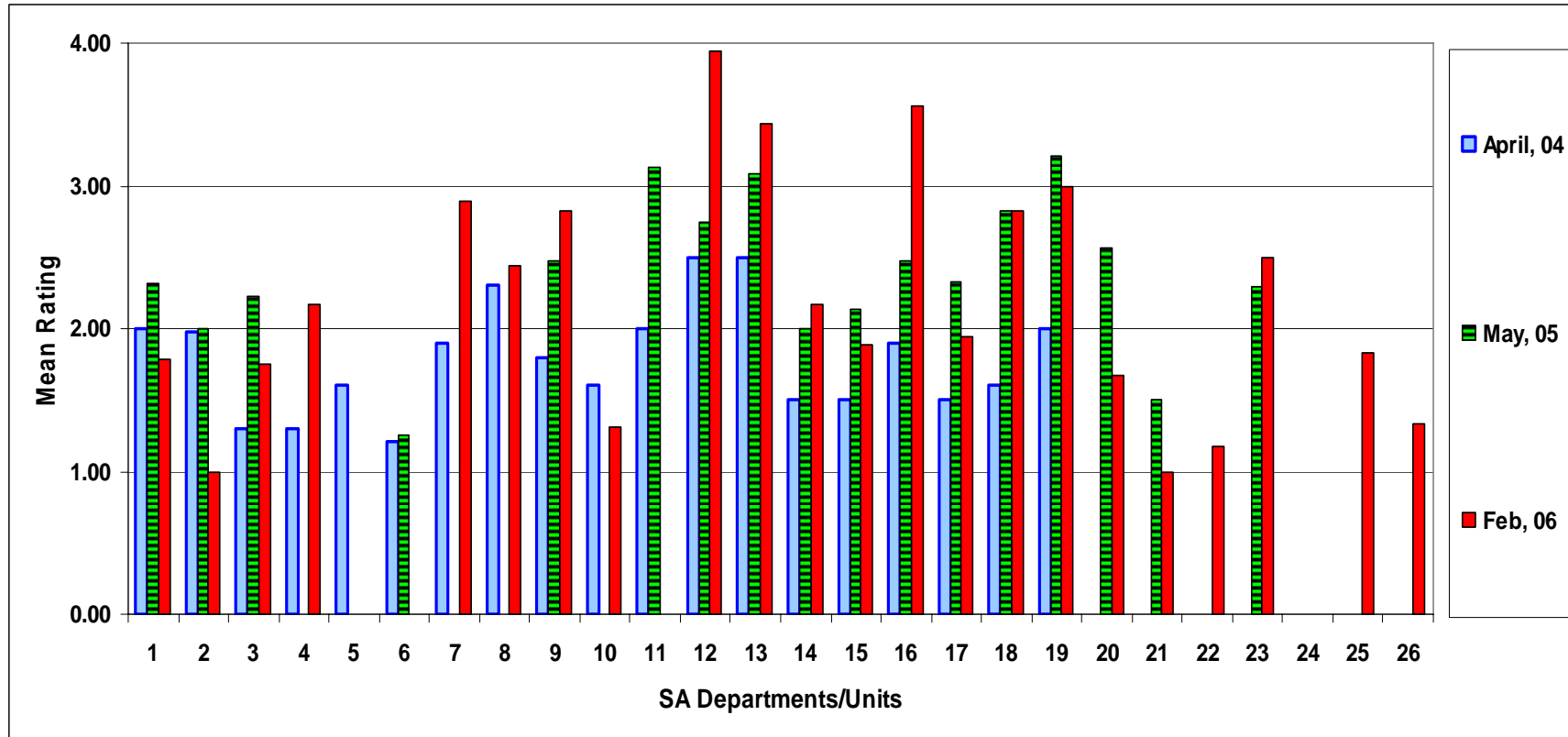
Results

Decisions/Recommendations

Appendix C

Three Year Rating of Student Affairs Assessment Plans by Department/Unit

(Mean Rating Translates into: 1 = Beginning Plan, 2 = Developing Plan, 3 = Accomplished Plan, 4 = Exemplary Plan)



April, 04 rating was done by Rebecca Sanderson using the rubric

May, 05 rating was done by a team of two or three Assessment Council members who agreed upon a rating using the same rubric

February, 06 rating was done by a team of two or three Assessment Council members who agreed upon a rating using the same rubric

Three Year Rating of Student Affairs Assessment Plans by Department/Unit

Review Rating of Student Affairs Assessment Plans			
Mean Rating of Plans			
1 = Beginning, 2 = Developing, 3 = Accomplished, 4 = Exemplary			
Student Affairs Departments/Offices Code #	April, 04	May, 05	Feb, 06
1	2.00	2.32	1.78
2	1.98	2.00	1.00
3	1.30	2.23	1.75
4	1.30	0.00	2.17
5	1.60	0.00	0.00
6	1.21	1.25	0.00
7	1.90	0.00	2.89
8	2.30	0.00	2.44
9	1.80	2.47	2.83
10	1.60	0.00	1.31
11	2.00	3.13	Not available
12	2.50	2.75	3.94
13	2.50	3.08	3.44
14	1.50	2.00	2.17
15	1.50	2.14	1.89
16	1.90	2.47	3.56
17	1.50	2.33	1.94
18	1.60	2.82	2.83
19	2.00	3.21	3.00
20	0.00	2.56	1.67
21	0.00	1.50	1.00
22	0.00	0.00	1.17
23	0.00	2.29	2.50
24	0.00	0.00	0.00
25	0.00	0.00	1.83
26	0.00	0.00	1.33
Mean rating of those that returned a plan	1.79	2.22	2.19
% of SA Departments Submitted Plans	83%	67%	88.50%
1 = Beginning, 2 = Developing, 3 = Accomplished, 4 = Exemplary			
April, 04 rating was done by Rebecca Sanderson using the rubric			
May, 05 rating was done by a team of two or three Assessment Council members who agreed upon a rating using the same rubric			
February,06 rating was done by a team of two or three Assessment Council members who agreed upon a rating using the same rubric			