



# **Student Affairs Research and Evaluation 2007-2008 Annual Report**

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Director**

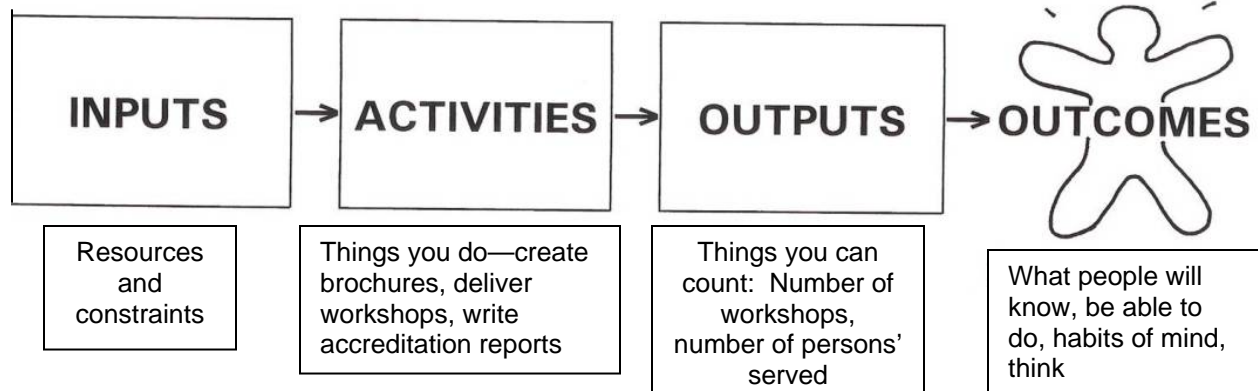
**OSU**

**Oregon State  
UNIVERSITY**

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### Program Outcome Model



## **Introduction**

The 2007-2008 brought some new opportunities as well as some challenges. The on-going development of a culture of assessment has continued this year with the increased capacity of some departments/individuals, the new software for managing assessment and the documentation of those efforts, and continuing invitations with offers of help to departments who have not yet engaged in or reported any assessment work.

Many individuals and departments have worked this year to increase their capacity to more fully examine their services and programs. Some of this development has occurred as a result of workshops and discussions in the assessment council while others have increased their knowledge by attendance at conferences devoted to assessment.

The new software available for use by departments has been embraced by some as they have worked with assessment in their units. These departments have made good use of the resource. As the year has continued, other units have become more involved in using the software to assist with their data collection. A further benefit of the software that some have accessed is the consultation features available for improving their assessment methodology and/or tools.

The remainder of this report will articulate in more detail the opportunities, accomplishments and challenges of the Student Affairs Research and Evaluation office (SARE).

## **Mission**

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

## **Vision and Values**

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

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

## History

Established six 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 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. Recently, work with Student Voice, Eduventures, 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 in many academic units as well.

## FY 2007-2008 Highlights and Successes

The following are the primary achievements of the Student Affairs Research and Evaluation Office with the support of the Student Affairs Assessment Council.

### **Programmatic Achievements:**

#### a. Student Engagement and Success:

Administration, analysis, and dissemination of results of 2007 National Survey of Student Engagement: This included providing data to each college that served undergraduate students and that had sufficient N for results to be meaningful.

The data provided to colleges allowed them to determine the engagement of their students based upon the NSSE results. They also can compare themselves with OSU students in general.

Over the past 6 years information from the NSSE has been distributed to colleges at OSU. Initially, the idea of increasing the engagement of students in educationally purposeful activities as measured by NSSE had little traction in the academic community. Now however, the results of this instrument are sought after by OSU colleges and departments as a way in which to gauge the engagement of their students. Further this initiative has spurred some colleges to increase the kinds of high impact activities available to students (e.g., internships, learning communities, research with a faculty member, etc.).

#### b. Research and its Impact:

A committee charged by the Student Affairs Assessment Council researched and developed an instrument to measure cohort characteristics of the entering first year student. This instrument was administered for the first time in summer 2007 and is again being used in the summer of 2008. This instrument provides useful information about the first year class, its expectations, kinds of high school experiences and perceptions of OSU. This information has been provided to advisors, student affairs personnel and others in an open forum and a report posted on the web.

Involvement with Eduventures on two research projects:

1. Learning Outside the Classroom: focused on areas that are high impact for students outside the classroom and what made them high impact. Some of this information is being used by the Leadership and Student Involvement Alignment group to develop programs and services currently.

2. Minority Student Success: focused on the facilitators and barriers to the success of domestic students of color at OSU—results are still being analyzed at this point.

#### c. Outreach and Engagement:

Over the course of the last fiscal year, I have been invited to consult with or deliver workshops to a variety of other higher education institutions. Below is a summary of the consultations and the workshops/presentations delivered this year.

#### **Summary of Significant Outreach and Engagement This Year**

<b>Location/College or University</b>	<b>Workshops and Consultations</b>
NASPA International Assessment and Retention Conference, Phoenix, AZ	Half day preconference workshop on assessment methods
San Diego State University, San Diego, CA	Invited workshop on getting started in evaluating student learning outcomes in Student Affairs
University of Oregon Student Affairs Department Heads, Eugene, OR	Half day workshop/retreat on assessment of student learning
Central Oregon Community College Student Affairs Department Heads, Bend, OR	Series of three half day workshops on assessment in Bend
NASPA Region V Drive-In Conference—Pocatello, ID with remote sites in British Columbia, Eastern Oregon, and Nevada	Full day workshop on assessment
University of Missouri—Columbia	Info on developing a student affairs assessment council
Western Oregon University, VP for Student Affairs	Info on Eduventures, StudentVoice

## Summary of Significant Outreach and Engagement This Year (continued)

Location/College or University	Workshops and Consultations
University of Wisconsin—Madison	Info on getting an assessment effort going in student affairs
OSU College of Engineering, Corvallis, OR	Info on first generation engineering students
OSU College of Health and Human Services, Corvallis, OR	Info on exit surveys
OSU College of Agriculture Sciences, Corvallis, OR	Info on Ag students
OSU Libraries, Corvallis, OR	Info on how to assess in WR 121 classes
OSU Community College Leadership Program, Silver Falls, OR	Half-day workshop on assessment of student learning in student affairs
ACE Fellows Conversation on Assessment, Corvallis, OR	Info on assessment in student affairs
OSU CSSA Class, Corvallis, OR	Presentation on assessment in student affairs
OSU Community, Corvallis, OR	Results of the 2007 Entering Student Survey
OSU Student Leadership and Involvement, Corvallis, OR	Information on student leadership at OSU and Learning Outside the Classroom
OSU Student Affairs Assessment Council, Corvallis, OR	Mapping and the Development of Matrices for assessment and learning outcomes Various other topics requested by the Council

### d. Community and Diversity

Work in this area has primarily been with regard to the Eduventures studies on the success of students of color at OSU. This data is still being analyzed and will hopefully aid us in better assisting students to succeed at OSU.

Further, I have participated in each of the conversations and trainings in the SALT group to increase my own multicultural knowledge and practice. This included bringing in Dr. Robin Holmes to assist us in developing a more multicultural organization.

### e. International-Level Activities and Accomplishments:

Invited speaker at the International Assessment and Retention Conference sponsored by NASPA, June, 2008.

The work done on assessment of student learning at OSU in the Division of Student Affairs has received national attention as being one of the leaders in this area. This is really due to the efforts of the Student Affairs Assessment Council here at OSU.

f. Other:

1. Member of Enrollment Planning Task Force, 2007-2008.

Produced an enrollment plan with recommendations concerning strategies for increased engagement of students. Sections of this work were used by other Task Forces/Committees at OSU who were looking at the overall student experience and engagement.

2. Student Affairs representative on the AAC & U Institute on General Education Oregon University System Team.

Represented the co-curriculum in discussions of the general education/liberal education of students. With the team, developed a report that has been submitted to the Chancellor's Office to further the work of developing common learning outcomes across the system as well as pedagogies that will positively impact students in those learning areas. Included also is the role of the co-curriculum in delivering these outcomes.

3. SA Assessment Council created a new rubric for evaluation of assessment plans and reports.

Initial reports indicated that the new rubric was easier to use and better explained the expectations for assessment plans and reports to users. In addition to the development and use of a new rubric for evaluating assessment plans and reports, the Assessment Council also created more options for when and how departments/units reported their assessment work. This provided more flexibility for reporting times which fit better with some departmental planning cycles.

4. Implementation of Student Voice software.

For several years the Assessment Council has indicated that managing assessment plans electronically was increasingly needed. During the 2007-2008 year, the Council reviewed several products and determined that Student Voice would provide not only the management software that was needed but would also provide a survey and consultation service that many departments felt they needed in order to improve their assessment work. Thus, beginning January 1, 2008, Student Voice began to be implemented in the Division. The Division early adopters have been very enthusiastic about how it has helped them be more efficient and more effective in their assessment work. A second group of users is beginning to become more involved with the services of Student Voice and have requested additional training this summer. The late adopters are for the most part still struggling with doing any assessment and thus may not approach or use the Student Voice software for some time depending on whether or not they engage with doing assessment and reporting their work.



5. Selected to be evaluator for the NW Commission on Colleges and Universities. Underwent training and will be on first site visit team in late September/early October, 2008.

## **Review of Activities and Aspirations Set for FY 2007-2008**

The following activities were set for FY 2007-2008 as a means to focus some of the work of the SARE office. The status of these is reported below.

1. Develop meaningful report for the new Entering Student Survey and communicate findings to OSU community.  
**Result:** Report completed for new Entering Student Survey and distributed to the university community via the web as well as a presentation to interested parties.
2. Develop meaningful report for the NSSE results, including college level reports. Disseminate as appropriate to colleges and overall to OSU community.  
**Result:** 2007 NSSE was completed and report sent to all OSU colleges with a breakdown of student results by each college that had a large enough N to make the results meaningful.
3. Re-institute OSU Perspective. After a hiatus of about 2 years, this communication with OSU is needed to share information about students with the community. This was one part of my position was discontinued while I was in IR and which I want to resume doing on a quarterly basis.  
**Result:** One issue of the OSU Perspective was published in 2007-2008. During this next year, I want to produce at least three issues though the distribution method is not as good as it once was since the only way to advertise is through OSU today which may not be read as well as getting a direct email about the publication.
4. I'd like to continue to do some presentations at conferences and include others from the Assessment Council in this effort. It is enjoyable and it forces folks to reflect on what they actually do know and can share with others. I think it helps the council overall to promote members in this way.  
**Result:** Several opportunities to do presentations occurred this year and are listed above. Several OSU Student Affairs colleagues did present at the NASPA International Assessment and Retention conference in Phoenix this June.
5. I'd also like to do some additional writing and perhaps follow-up with Dan Larson on the AEP and Weatherford Hall. Dan is now serving as an interim in UHDS facilities as well as continuing with aspects of his "real" job. His time and resources are limited right now for this to occur but may be possible later in the year.  
**Result:** Dan and I were not able to get together for this project this year. Also since there have been some changes in program and personnel in Weatherford and AEP since the original work, the time may have passed for working more on this writing project.



6. I have followed up on the invitation to be a reviewer for the NWASC. I hope to be selected and maybe serve in that capacity in the next few years.

**Result:** I was selected as a review for the NWASC and have been asked to do my first review in September, 2008.

### **Activities and Aspirations Set for FY 2008-2009**

The following are the activities and aspirations that I have for the next academic year:

1. Work with the Assessment Council to develop learning outcomes and consistent measurement tools that relate to the learning areas developed by the council a few years ago. The outcomes and measurement tools must be relevant and meaningful and able to be used by a variety of Student Affairs departments.
2. Offer individual assistance again to departments that have not engaged in any meaningful assessment efforts.
3. Develop graduate student position in SARE. Since its inception, the SARE office has been a one person office. Because there will be a half-time graduate student working in the office starting in fall, duties, training, etc. will need to be developed and worked with throughout the year. This is a great opportunity for SARE.
4. Settle into new office space and develop relationships with colleagues in new area of UHDS.
5. Publish 3 issues of OSU Perspective this year.
6. Work more on analysis of data in several areas so that instead of data rich and analysis poor, there is a better balance.
7. Fully implement Student Voice to include OSU Mission and Goals as well as Student Affairs Division Mission and Goals.

### **Contributions to the Mission of Oregon State University**

#### **Oregon State University Mission**

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

The work of the Student Affairs Research and Evaluation Office is directed toward serving the mission of Oregon State University in terms of engagement, teaching, and research. Engagement and service to OSU is on-going and apparent in terms of committee involvement. 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. The absence of assessment work in some units/departments is also becoming more apparent.

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**

The Student Affairs Assessment Council continues to be a value-added experience for the people involved. Additionally, its approach to leadership has also been a model for other such groups in the Division.

The Student Affairs Assessment Council is the longest-standing continuous initiative arising from the initial Campus Compact work in 1995. It has functioned as a learning community for many years, helping others to learn and grow in terms of assessment

and individual confidence in working with and training others to engage in the process as well. It is a leadership group in the Division and continues to move the assessment initiative forward.

This year, the Student Affairs Assessment Council accomplished the following:

Successes:

- Held a retreat in June to reflect upon the past year and to plan for the coming year.
- Investigated various software solutions to managing assessment plans and reports electronically. Decided on StudentVoice and implemented the software in January, 2008.
- Revised the rubric for use in Assessment Plan and Assessment Report reviews. This was a collaborative effort of the Council that resulted in an improved rubric that Council members described as much easier to use in the review process. The initial use of the new rubrics occurred during the September, 2007 review cycle.
- Developed materials and a process for orienting new members to the Assessment Council. To date however, the materials have not been used as there have been no new members since the materials were developed. It is expected that this fall there will be new members.
- Reviewed and discussed the results of a survey administered to SALT and to the Assessment Council membership concerning perceptions of both important elements to creating a culture of assessment and the degree to which we are doing those elements. This was done in order to gauge the degree of distance between the two groups. The results suggested that the two groups were not that different in terms of their assessment of our progress toward creating an assessment culture in Student Affairs.

Successes listed by the Assessment Council members at the June, 2008 Retreat

- Assessment is not a 4 letter word anymore
- Starting to get some systems working
- Making data based decisions means taking a holistic perspective not just piecemeal
- More leadership given to others in the dept
- Getting more people involved
- Put student satisfaction and outcome survey on line—tried something new
- StudentVoice helped a lot in revising our survey
- Asking more people for their help and accomplishments over time
- Have done an assessment that have been wanting to do for years—pre-test and to be followed with a post-test
- Each station manager made a plan for what they want to learn and have used this with their staffs
- Finally passed all the quizzes, etc. for the IRB
- Working with StudentVoice on readership survey
- Have had to ask harder questions and be more specific on what we are asking
- Have become more of an assessment team in our dept

- MU going to work on a new mission statement
- Have a standing committee now for assessment and more consistency
- Seeming to be more often a positive thing
- Assessment is getting closer to being part of planning
- May be some things in common for data around Health & Wellness alignment
- Learning how to use StudentVoice palm pilots & it is working
- Assessment coming around better
- First year not to have an anxiety attack around assessment
- First time I actually had help with writing the assessment plan—now have a small assessment committee
- Student groups beginning to think in terms of learning for their programming
- StudentVoice was great to work with and it has been good—helped me to see the dynamic nature of assessment
- Assessment is no longer a 4 letter word to me—practice makes better practice
- Developed an assessment council this year in our dept
- First plan where someone else gave me something in writing about what they have done—felt huge
- Alignment group agrees that we need to do some assessment together—common threads
- Going to the Assessment Council meetings keeps me afloat
- Doing reviews is a great learning for me
- Recreational Sports has developed a checklist to evaluate surveys
- Jumped up a step where we know more about learning outcomes but struggle with how to measure
- National recognition of OSU Student Affairs assessment work—I was shocked at how well thought of we are

### Challenges

- Desire to be able to tell a more unified story about the contributions to learning that are made by units in the division. This has been a challenge for several years however, this year the Assessment Council has decided to begin to map out these contributions in a way that may lead to better reporting in this area.
- Managing assessment plans and reports in a way that allows others to view and learn from colleagues. This may be less of a challenge as we continue to implement StudentVoice throughout the Division.
- Inconsistent or no investment in assessment by some units and departments in the Division. Their part of our story is missing.

### Challenges listed by the Assessment Council members at the June, 2008 Retreat

- Struggle to focus on learning outcomes
- How to do this meaningfully
- Director leaving and so leadership is uncertain and falling more on council reps

- Realignment has made job a little fuzzy so has been a little bit of a struggle both for assessment as for other parts of my job—may be less support for my doing assessment—looking more at marketing stuff rather than assessment
- Challenge has been the realignment—want to do more but really haven't
- Supposed to be creating an on-line survey with StudentVoice—and have been putting it off
- Feel I am in a vacuum—but it is getting better—but slow
- Time is a struggle – so getting to assessment is a struggle and have not been able to get to assessment council meetings that has been difficult
- Haven't even peaked at StudentVoice yet
- Challenged to bring richer meaning to our teaching—around our wellness wheel
- Getting follow-through when folks say they will do something with assessment
- Time—hard to advance my learning and do my other stuff that is my job
- “As a result of” . . . Forget to put that into the outcome or plan
- Challenge—assessment is still a time crunch even with an assessment council in the department
- Sharing with the organization what we are finding and what assessment is
- Hard time capturing with students how we contribute to their academic success
- Basically do assessment in my department because no one else will do it—but can't seem to get it into my position description
- Focus on learning is often hard and how to assess it more meaningfully
- Continued discussion about learning outcomes and business outcomes—and when and how much of our energy
- What can we do in student affairs and how to partner with academic affairs
- Sustaining synergy in student affairs around assessment

### **2008-2009 Agenda for the Assessment Council**

For the coming year, the Assessment Council decided that they wanted to work on learning outcomes and methodologies and tools for measuring these outcomes. Specifically, they determined that they wanted to use Council time to map outcomes to the learning areas developed by the Council. This would allow the Council to:

1. Determine learning outcomes that would fit the major activities of departments and that related to the learning goal areas.
2. Several units/departments would likely have some common learning outcomes related to the common goal areas.
3. These common learning outcomes could then have common measurement methods, used across the unit/department.
4. This would allow for the articulation of both accomplishments in student learning around common areas but also would make it easier for units/departments to measure these outcomes. By using sub-committees units/departments would not be so isolated in the development of tools, outcomes, etc.

5. The end product of this approach would be a matrix much like the example shown in Appendix A in this report. A further product will be the ability to write a summary report about the contributions and outcomes of student learning in the Division.
6. The goal of this process would be to implement some or all of these learning outcomes and measurement tools for the 2009 assessment year.

## **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 where departments who engage in this report their work, the outcomes, and the measurements that determine their influence on students. (See Appendix B 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 some of this has occurred in some colleges. For example, the College of Health and Human Sciences has begun to focus on the development of specific kinds of engagement activities that their students must be involved in before graduation (e.g., internship, study abroad, service learning, etc.). Each of these have been shown to have high impact on student learning.

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.

## **Data Related to Usage/Impact**

### **Committee Involvement**

- Student Affairs Assessment Council, Chair
- Enrollment Management Planning Task Force and Student Experience sub-group

### **Significant Collaborations**

- Student Affairs Assessment council
- Worked with several Assessment Council members to plan and implement presentation for NASPA's Assessment and Retention conference
- Worked with a committee of the Assessment Council to review several assessment plan/report software management tools

- Was a member of the OUS General Education Institute Team that attended the AAC&U General Education Institute and produced a report for the OUS Chancellor's Office.
- Worked with Jodi Nelson to get the NCBI data into a usable format for analysis and provided assistance on a rubric and survey instrument for measuring learning in NCBI workshop/class.
- Worked with Eduventures seat holders to develop and implement a survey of OSU undergraduate students of color. Continuing to work with this to further analyze data and develop report.

### **Student Affairs Research Reports**

- Sanderson, R. A. (2007). *National Survey of Student Engagement, 2007 Oregon State University Findings*. Student Affairs Research Report 03-07. Corvallis, OR: OSU Division of Student Affairs.
- Sanderson, R. A. (2008). *Entering Student Survey, 2007 Oregon State University Results*. Student Affairs Research Report 01-08. Corvallis, OR: OSU Division of Student Affairs.

### **Information Requests and Assessment Plan Consultations/Training that Involved some Preparation** (this is not an exhaustive list of contacts and consultations)

<b>Date</b>	<b>Topic</b>	<b>Requesting Office/Person</b>
August, 2007	Review of materials for IRB submission for thesis	Annette McFarland, student
September, 2007	Resources for new directors of assessment in student affairs	Ashli Garbau, University of Missouri-Columbia
October, 2007	Review of materials for IRB submission for survey	Stephanie Duckett, Student Parent advocate
October, 2007	Senior Exit Survey collaboration	Career Services, HHS, College of Ag
November, 2007	Assessment resources in Student Affairs	Faye Chadwell, OSU Libraries
December, 2007	Experiences with Student Affairs redesign work	Nancy Heiligman, Business Affairs
January, 2008	Assessment ideas	Jill Bartholomew, student
January, 2008	Assessing information literacy in WR 121	Ann Marie Deitering, OSU Libraries
January, 2008	Information on Eduventures, StudentVoice	Gary Duke, Western Oregon University
February, 2008	High impact student learning experiences	UHDS Summit
February, 2008	Assessment at OSU in Student Affairs	Pac 10 Deans Meeting



**Information Requests and Assessment Plan Consultations/Training that Involved some Preparation** (this is not an exhaustive list of contacts and consultations)  
(continued)

Date	Topic	Requesting Office/Person
April, 2008	Assessment in Student Affairs	CCLP Class
April, 2008	Needs of students of color	Karen Shaw, OSU Foundation
April, 2008	Assessment work	Claire Bennett, Admissions
May, 2008	Assessment in Student Affairs	CSSA Assessment Class
May, 2008	Assessment in Student Affairs and data on students	Cary Green, Assistant Dean, College of Ag Sciences
May, 2008	MLS and other Leadership data	Leadership Advisory Board
June, 2008	Entering Student Survey	START Leaders

## Issues, Challenges, Possibilities

This next section in the report pertains to areas that need improvement, that are a challenge, and that create possibilities.

1. Consulting individually with departments that are less involved with assessment but who want more involvement.

Three offices requested additional help this summer in getting their assessment work going in a more meaningful way (Registrar, Indian Education Office, Student Conduct). The Office of Student Conduct has set up a meeting in September. I will re-contact the other two in the fall.

2. Getting a structure in place so that Student Affairs units/alignment groups/departments can see and can link to Division goals and priorities.

I think the work of SALT on the mission and goals this summer is a great starting place. This will allow us to have the beginning of a structure to allow departments to link to these goals, etc. This too will provide us the opportunity to get mission, goals, learning areas on the Student Voice website which will help us link our work together. For my part I think it will provide me with a better opportunity to tell a data based division story about student learning in a variety of areas that currently only show activity but not results of the activity.

The Assessment Council has committed to working this year on mapping out our learning outcomes, activities and results in such a way that we can report this in a more collective format rather than as compartmentalized results. This is an exciting prospect that seems to have a great deal of energy from the Council behind it.

3. Communicating information out to the university community.

Recently, I have had difficulty being able to produce the OSU Perspective Newsletter. I am hoping that with the addition of a graduate assistant this year that will be done consistently.

4. Investigating new methodologies, resources, etc. for assessment.

Routinely I am asked questions that I need to research a little more in order to answer. Sometimes it is a statistical question but more often it is about a method or some way to solve a particular assessment issue that a department has come up against. I have a couple of projects that I want to do more work with and I think that having a grad assistant will allow for some additional work of that nature to occur.

5. Working better with Eduventures to get the most out of our involvement with them.

The involvement with Eduventures has been a challenge and an opportunity. While some of the work has provided us with some useful information, the process has been cumbersome. I am hoping that this year I will be able to work with them a little more thoroughly both to get information that they have and to translate that into presentations, etc. that can be useful to the division and to the student experience. This will likely mean devoting more time to analysis of the information provided.

## **Departmental Assessment Report 2007-2008**

**Date:** July 31, 2008

**Department:** Student Affairs Research and Evaluation

**Director:** Rebecca A. Sanderson, PhD

**Assessment Contact:** same as above

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### **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.

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

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

**Method** - Review of assessment plan/reports to identify if all components are present and used appropriately (e.g., goals meet definition, learning outcomes, etc.)

**Results** - Review of Assessment Plans and Reports provided to the Assessment Council yielded a variety in terms of sophistication, meaningfulness to the department and use of the information that was gained. The initiation of the Student Affairs realignment process created some assessment difficulties as reporting lines and positions changed for some units/departments/people. As a result several units that had provided assessment plans and reports consistently prior to this were unable to complete and report work that had been done. Units/departments who were new since the realignment or who had not consistently participated in assessment work, did not provide plans/reports. Of the 7 alignment groups, including the Office of the Vice Provost, only one alignment group had no units within the group provide assessment information. Of the 24 units in the division (24), 13 or 54% provided plans or reports during the 2007-2008 review cycle.

Of those that provided plans/reports, several themes emerged in terms of areas that needed further development: These included:

1. Focus on learning outcomes and clarity of those. Some units/departments are continuing to struggle with developing learning outcomes that are measurable and meaningful for the unit/department.
2. Appropriate measures of learning. This seems to be a fairly consistent struggle and is mentioned in many reviews.
3. Sharing results and information about the findings of assessment efforts. It is unclear whether units/departments are sharing the information they collect. In discussions

units/departments report that it is shared with staff and others in department meetings, retreats, etc. however this is not articulated in writing in the report. It could merely be an oversight in the writing but needs a further look.

4. Closer links between results and information gleaned from assessment and decisions made/actions taken. Several reports discussed decisions made but the connection to the data that was reported was not obvious. This may be a result of difficulties in assessment methodologies as mentioned previously.

5. Little mention of data analysis methods used and appropriateness of those. Likely this is a training and education issue that should be attended to with reviewers and plan/report writers.

**Decisions/Recommendations** - Based upon the review of assessment plans and reports as well as the review of the feedback sheets from assessment plan/report reviewers several actions seemed warranted.

First greater clarity and expertise are needed in the development of learning outcomes that are relevant to departments/units. Some are doing well with this but most are still struggling. A strategy needs to be devised where learning outcomes can be developed that have relevance to several departments and then methodologies devised to measure them. This would provide some templates for units/departments that could aid in their further development. Currently, each unit/department is trying to do this alone. A more effective tactic might be to work on this as an Assessment Council or subgroups within the council. This could help with both the articulation of measureable outcomes as well as better measures for those outcomes. The Assessment Council has agreed to use this as our project for the coming year.

Second, training on data analysis likely needs to occur. Several of the council members have mentioned that they struggle with even getting data into formats to do simple analyses like frequency distributions and means.

Third, continued training on including in the assessment reports how data was analyzed and how results were shared with others. Likely this last part is merely a writing omission; however, it does need to be addressed.

Information shared with supervisor and with others via Student Voice access and in the Student Affairs Research and Evaluation Annual Report on the web.

**Outcome B** - Assessment plan/report reviewers will be able to identify assessment plan/report components and the elements needed for each component to meet the rubric standard of Met.

**Method** - Review assessment plan/report feedback sheets from reviewers.

**Results** - During the 2007-2008 review of Assessment Plans and Assessment Reports, 18 Council members participated in the review process as reviewers. Examination of the review feedback sheets and other written comments made about the unit/departamental plans that were submitted to the Council were consistent with the rubric expectations. When elements were not completely met, comments and suggestions were provided to improve these elements. Several themes emerged from review of the assessment plan/report rubric and feedback sheets concerning areas for

improvement or additional attention in plans/reports and training of reviewers. These are consistent with the themes reported under the previous outcome.

Overall, the feedback and information provided by reviewers was consistent with expectations for plan/report review. Attention to the theme areas mentioned above should be considered in future training/educational plans.

**Decisions/Recommendations** - See Goal 1, Outcome A, Decisions/Recommendations as they pertain to this outcome as well.

Information shared with supervisor and with others via Student Voice access and in the Student Affairs Research and Evaluation Annual Report on the web.

**Outcome C** - All departments/units will have at least one person or a committee charged with coordinating assessment.

**Method** - At least 90% will have an assessment coordinator or team. Count and survey SALT.

**Results** - This was not accomplished this year in view of the changes that were happening in the division around the realignment process. Informally, it does seem that each unit or alignment group has at least one person listed as a member of the assessment council.

**Decisions/Recommendations** - Continue to attend to alignment group and unit involvement in the Assessment Council and assessment. Continue to encourage participation by all units. Information shared with supervisor and with others via Student Voice access and in the Student Affairs Research and Evaluation Annual Report on the web.

**Outcome D** - Alignment groups will have an assessment committee to work on alignment group assessment.

**Method** - All alignment groups will have an assessment team. Count and survey alignment group leadership.

**Results** - Alignment groups are in varying places with regard to assessment discussions within the alignment group. Over the course of the year, the area of assessment has been one of the last areas to be discussed as shown by the Alignment Group development survey administered to Alignment Group leaders at the end of each term. While there has been work done in this area by many of the Alignment groups at least two groups reported not having moved very far in this effort over the past year.

**Decisions/Recommendations** - Continue to work with Alignment Group leaders in terms of the importance of incorporating assessment into the Alignment group discussions and development. Encourage Alignment Group (AG) leaders to develop an assessment team for the AG. Continue the AG survey at the end of each term to gauge development of AG assessment development. Information shared with supervisor and with others via Student Voice access and in the Student Affairs Research and Evaluation Annual Report on the web.

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

**Outcome A** - Publish reports on New Student Survey and 2007 NSSE

**Method** – Count

**Results** - The Entering Student Survey was administered and a report was developed and distributed via hard copy and the web. It is located on the SARE web page.

The 2007 NSSE was administered and a report was issued and sent via hard copy to all colleges with their college-level data. Hard copies were also provided to central administrative services as well as other OSU personnel. A copy was also made available on reserve in the OSU Library.

**Decisions/Recommendations** - The New Student Survey will be administered again during START 2008. After that administration, the instrument will be reviewed by a subcommittee of the Assessment Council to determine if this instrument needs revision and whether or not it is providing information that is needed and valuable to users. There are some printing errors and some question areas where students seemed not to have provided the most reliable information. Further evaluation of the utility of the instrument is needed.

Regarding the NSSE, this instrument will continue to be administered in the near future. However it will not be administered again until Spring, 2010 as there are several other projects that are underway. Administering the survey in 2010 will allow colleges to use the 2007 data and potentially make changes that could affect the next set of results. Likely this survey will be administered every 3-4 years rather than annually or every 2 years as it has been.

Information shared with supervisor and with others via Student Voice access and in the Student Affairs Research and Evaluation Annual Report on the web. Specific reports were developed for each of these instruments and those have been distributed via web and hard copy.

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

**Outcome A** - Participate in Eduventures Research Consortium as project chair.

**Method** – Count

**Results** - Student Affairs participated in two studies this year with Eduventures: Learning Outside the Classroom and Students of Color Success.

**Learning Outside the Classroom** - See attached brief report. Full report available from Rebecca Sanderson.

Learning Outside the Classroom – Projects (available on StudentVoice)  
Learning Outside the Classroom

**Students of Color Success** - The second study was with OSU students of color and their success at OSU. The results of this study are under continuing analysis. Attached

is a PowerPoint presentation that provides initial information from this study. More is expected later this year.

Students of Color Success – Projects (available on StudentVoice)  
Facilitators and Barriers to the Success of Students of Color

**Decisions/Recommendations** - The contract with Eduventures has been renewed for one more year based upon the recommendation of the Student Affairs group (seat holders) that is working with this project. It will continue to be reviewed in terms of its utility for the OSU Division of Student Affairs. Rebecca will continue to coordinate these research efforts for the coming year.

Information from these two projects has been shared with the Student Affairs Leadership Team (SALT) and with the Eduventures OSU Seat Holders.

**Outcome B** - Implement IRB and other processes involved with Student Affairs research

**Method** - Count (specific research efforts are not developed at this time but may include another year of New Student Survey and NASPA survey) Some depends on degree of involvement in Eduventures and what that will entail in terms of time commitment and needs.

**Results** - IRB and other processes were implement for all studies undertaken on behalf of the Division of Student Affairs. These included:

2007 Multi-Institutional Leadership Study  
2007 and 2008 Beginning Student Survey  
2007 NSSE  
Learning Beyond the Classroom Survey  
Students of Color Success Survey

**Decisions/Recommendations** - Continue with this organizational arrangement for the coming year. Information shared with supervisor and with others via Student Voice access and in the Student Affairs Research and Evaluation Annual Report on the web.



## **Departmental Assessment Plan 2008-2009**

**Date:** August 1, 2008

**Department:** Student Affairs Research and Evaluation

**Director:** Rebecca A. Sanderson, PhD

**Assessment Contact:** same as above

Email: Rebecca.sanderson@oregonstate.edu

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### **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.

**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 and themes developed from the review regarding learning needs for continued improvement. Rebecca is responsible for this assessment.

**Results - -**

**Decisions/Recommendations - -**

**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. Rebecca is responsible for this assessment.

**Results - -**

**Decisions/Recommendations - -**

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

**Outcome A (operational)** - Publish report on the New Student Survey for 2008.

**Method** - Rebecca will analyze the data for the 2008 New Student Survey and compile into a report that will be disseminated via the web.

**Results** - -

**Decisions/Recommendations** - -

**Outcome B (operational)** - Publish report and/or provide presentations on other Student Affairs research as appropriate.

**Method** - Rebecca will publish reports and/or provide presentations on other Student Affairs research that she is responsible for during the year.

**Results** - -

**Decisions/Recommendations** - -

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

**Outcome A (operational)** - Participate in Eduventures Research Consortium as the OSU liaison and chair of the OSU seat holders.

**Method** - Count and document involvement. Rebecca is responsible for this assessment.

**Results** - -

**Decisions/Recommendations** - -

**Outcome B (operational)** - Implement IRB and other processes involved with Student Affairs research.

**Method** - Count. Rebecca is responsible for this assessment.

**Results** - -

**Decisions/Recommendations** - -

## Appendix A

### Example of Division Learning Outcome Map

#### Matrix of Student Learning Areas to Outcomes to Activity to Measure to Findings

Student Learning Area	Unit: Student Learning Outcome	Activity or Program to Address Outcome	How is Outcome Operationalized? (measured)	Findings: Early, Middle, End
Effective Communication	SLI: Student leaders will apply effective oral communication skills in meetings	Workshop: Conducting effective meetings Individual mentorship	Measure: Direct Observation of Meeting of 60% of Student Leaders Using Rubric	Early: 50% used UH too often Middle: 30% improved delivery with few Uh's End: 5% continue to have difficulty with Uh aspect of oral communication
	SHS: Peer health advocates will apply effective oral communication skills in presentations	Workshop: Peer health advocate training on presentation skills Individual mentorship	Measure: Direct observation of each peer health advocate giving presentation w/rubric	
	Admissions: Tour leaders will apply effective oral communication skills while giving tours	Tour leader Training sessions: Individual mentorship and feedback	Measure: Direct observation of each tour leader giving a tour / presentation w/rubric	
Healthy Living				
Active Citizenship and Responsibility				
Interpersonal and Intrapersonal Competence				
Critical Thinking and Analytical Skills				
Attitude of Inquiry				

## Appendix B

### 2006-2007 Student Affairs Unit/Department Assessment Summary

Alignment Group-Department/Unit	2006-2007 Decisions made based upon data
<b>Enrollment Management</b>	
<b>Financial Aid Office</b>	<ul style="list-style-type: none"> <li>• Several issues were addressed in the 2006-2007 assessment report. In each area studied, changes are being implemented in the current year. The following is a list of the changes that have been made:               <ul style="list-style-type: none"> <li>○ Policy statement on award of AC/Smart Grant written after use of a rubric fitted to federal regulations—this will continue to be assessed as the federal regulations are still being refined.</li> <li>○ Based upon results from various awarding scenarios for non-resident remission programs changes were made in the amount of money awarded to students in specific categories. Showed an increase in non-resident students enrolled.</li> <li>○ Based upon a review of hiring practices for work study students, two changes were made in the FA office: 1) opened up advertising and taking job announcements earlier since many employers wanted to post in the summer. This also streamlined the work load around this in the Fall and made more jobs available sooner to work study students, and 2) Collaborated with Career Services and Payroll to deliver two workshops for OSU Training Days on hiring, paying and advertising work study jobs</li> </ul> </li> </ul>
<b>Student Life</b>	
<b>Disability Access Services</b>	<ul style="list-style-type: none"> <li>• DAS implemented several changes based upon their assessment work. 1) Implemented Type Well as an interpretive system for deaf/hard of hearing students 2) Designed and implemented additional training for users of the system in order to reach live in-class proficiency 3) Results of training faculty in use of Universal Design were positive with faculty who completed the project and received stipends responding positively to the training. Additional information from students in these classes was also positive. Because of staffing limitations the continuation of the training program may not be possible however it was definitely seen as a positive for the faculty who participated 4) changes made in the on-line database based upon feedback from student users 5) Implement more training for new users of the on-line database</li> </ul>

Alignment Group-Department/Unit	2006-2007 Decisions made based upon data
<b>Career Services</b>	<ul style="list-style-type: none"> <li>• Career Services determined that their assessment methodology for looking at learning related to career counseling appointments was not sufficient. They will be working trying to improve their methodology.</li> </ul>
<b>Student Conduct</b>	<ul style="list-style-type: none"> <li>• SC reported no changes made as a result of assessment data. The data collected had to do with numbers of individuals served, types of sanctions, etc.</li> </ul>
<b>New Student Programs and Family Outreach</b>	<ul style="list-style-type: none"> <li>• Several changes are in the works based upon information obtained through the assessment process in NSPFO. Increased attention to parent needs and efforts to increase subscriptions to the electronic newsletter for parents. There are also some changes in the focus of the ALS class and some further efforts planned to evaluate the success of those changes in the coming year.</li> </ul>
<b>Health and Wellness</b>	
<b>Counseling and Psychological Services</b>	<ul style="list-style-type: none"> <li>• Based upon feedback during the accreditation process for the internship program, CAPS will be increasing emphasis on psychological assessment and have hired a new psychologist to lead this effort. Intern feedback initiated discussion and decision to increase training in group therapy. Intend to increase training of TOUR leaders concerning the cultural sensitivity of CAPS staff.</li> </ul>
<b>Recreational Sports</b>	<ul style="list-style-type: none"> <li>• Many of the decisions and changes that were made concerned the assessment process itself and the continued development of assessment capacity within the Rec Sports staff. Data collected from staff was overall very positive about the training, support, etc. even if the outcomes of their efforts were not as they had hoped. Changes have occurred in educational efforts, language standardization, reporting clarity and other process elements. As staff members have improved their learning, they have reported that they are focusing much more on their roles as educators.</li> </ul>
<b>Student Health Services</b>	<ul style="list-style-type: none"> <li>• Student Health Services reported that most of their outcomes had been met for 2006—2007. An area that was a focus of much energy and staff effort in 06-07 was implementation of an electronic medical record. Two quality improvement studies were done pertaining to the EMR. In both cases changes were made to improve the services. First, the EMR electronic phone answering system had another choice added that would send common phone calls routed more directly to the person who could respond. Second errors in prescriptions were studied with the result being some changes in formulary to those that were common in SHS. This should reduce the number of prescription errors.</li> </ul>

<b>Alignment Group-Department/Unit</b>	<b>2006-2007 Decisions made based upon data</b>
<b>Memorial Union and Leadership Programs</b>	
<b>Memorial Union</b>	<ul style="list-style-type: none"> <li>Primary method of assessment is the EBI Union Survey and comparison to “select 6” and Carnegie peers. Reports suggested that MU is content with the methodology and the results and thus no changes were mentioned.</li> </ul>
<b>Greek Life</b>	<ul style="list-style-type: none"> <li>Several recommendations for Fraternity recruitment were made based upon Fraternity retention data. Increase training on health and safety issues during officer transitions as there is not retention of fraternity memory regarding these issues when new sets of officers begin.</li> </ul>
<b>Intercultural Student Services</b>	
<b>Vice Provost for Student Affairs</b>	
<b>Vice Provost for Student Affairs Office</b>	<ul style="list-style-type: none"> <li>Fuller development of assessment methodology regarding NCBI trainings and assessment of influence of that training on student learning. Much of the assessment effort in 2006-2007 was to get clear on what would be assessed and how that could occur. Efforts were successful and should be seen in the 2007-2008 report.</li> </ul>
<b>Research and Evaluation</b>	<ul style="list-style-type: none"> <li>Changes that occurred as a result of assessment information included both changes in some of the assessment processes as well as development and implementation of some of the learning outcomes assessment measures. The common language adopted by the Council makes a tremendous difference in our ability to make changes as there is a clear understanding of what we are talking about.</li> </ul>