National Survey of Student Engagement Slated for Winter, 2013, at OSU

Faculty and Staff are asked to help increase student response rates.

In order to increase response rates to this year’s administration of the National Survey of Student Engagement, we are asking that faculty and staff encourage first year and senior students to participate in the online survey. In mid-January, first year and senior students will be sent an email to their OSU onid account asking them to participate in the survey.

At the first of winter term, faculty will receive an email requesting them to encourage FY and SR students in their classes to participate in this survey.

The results of the National Survey of Student Engagement are used by various university committees and workgroups to make improvements in curriculum, programs and services at OSU.

Additionally, many OSU colleges use the information from their students to better understand the student experience in their college. The results are also used in the University metrics and in accreditation reports.

This will be the only OSU-wide survey of student engagement administered during this year. The typical National Survey of Student Engagement survey administration cycle is every 3–4 years.

Please encourage first year and senior students to participate.

Access at OSU

Disability Access Services (DAS) at OSU exists to assist students, faculty, staff, and visitors with disabilities gain access to University programs and services through education, accommodations, consultation, and advocacy. DAS provides essential services to approximately 1 out of every 33 OSU students. Over 95% of students served by DAS complete the academic year in good academic standing. The services and programs are highly successful in assisting students with disabilities to succeed at OSU.

DAS provides alternative testing, note-taking, captioning, and other services to enable students to take advantage of the educational opportunities at OSU. Over the last 5 years the demand for services from DAS has increased substantially. For instance since 2006–07 the number of students served has increased from 597 to 795, over a 33% increase. As the number of students has increased, the number and types of services needed has also increased. During 2006–07 only 68 classes requested and obtained deaf and hard of hearing access services, while in 2011–12, 206 classes...
Access at OSU

utilized deaf and hard of hearing services. This was over a 200% increase in needed services in just five years.

Likewise other services have increased substantially as well. Alternative Testing, Note-taking Services, and Captioning Services are just a few that highlight the increased service demand. The figures below provide a picture of the kinds of service increases that have been experienced by the very essential Disability Access Services Office at OSU.

For more information or to request services please contact: Disability Access Services at 541-737-4098 or 541-737-7354. Check out their website at: http://ds.oregonstate.edu/home/

![Alternative Testing 2006-2012](image)

The number of exams proctored by DAS has increased by 84% in exams over the 5-year period.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>1783</td>
</tr>
<tr>
<td>2007-2008</td>
<td>1804</td>
</tr>
<tr>
<td>2008-2009</td>
<td>2239</td>
</tr>
<tr>
<td>2009-2010</td>
<td>2359</td>
</tr>
<tr>
<td>2010-2011</td>
<td>2586</td>
</tr>
<tr>
<td>2011-2012</td>
<td>3330</td>
</tr>
</tbody>
</table>

- Students with Testing Accommodations
- Exams Proctored by DAS

![Notetaking Statistics Summary](image)

Notetaking requests have increased by 37.4% for the 5-year period from 2007-2012.

Number of classes being accommodated has increased by 35.4% for the 5-year period from 2007-2012.

The number of invoices we process to pay notetakers has increased by 37.5% for the 5-year period.

- Total number of requests for Notetaking Services
- Total number of students served
- Total number of classes
- Total number of Notetakers (unduplicated count)
- Total number of Notetakers (duplicated count)
- Average notetaker payroll cost per student

![Notetaking Services 2006-2012](image)

Joining us this month is Jennica Vincent, the new graduate assistant in the office of Student Affairs, Research, Evaluation and Planning. Jennica came to OSU to pursue a Masters in Public Policy with a focus on civic engagement in Higher Education.

She has previously worked in Student Services at Washington State University where she earned a Masters of Education in Counseling Psychology. Additionally Jennica worked at the WSU Disability Resource Center and earned a Bachelors of Science in Psychology with minors in Sociology and in French. She has PhD ambitions, as she found her passion for teaching while instructing applied Psychology at WSU; as an interim psychology instructor at Pullman High School; and while teaching English and American Culture in a public high school in Lognes, France, while living in Paris.

She plans to study how volunteering and participating in civic service can help students get more from the university experience, as well as the community and democratic impact of volunteerism. Her graduate program will focus on developing a framework for student/mentor-guided service-learning projects that could be adopted by land grant universities as a part of fulfilling their mission to serve the community and for the betterment of society.

Jennica can be reached at: Jennica_Vincent@oregonstate.edu 102 Poling Hall Oregon State University Corvallis, OR 97331 541-737-5176

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Creating a Culture of Inquiry in Student Affairs

Assessment has been part of the language of OSU’s Division of Student Affairs for nearly 20 years. We have had an active Assessment Council since 1996. And over that period, we have continuously developed our expertise, our ability to improve based on data, and our ability to help others engage in the collection and evaluation of evidence.

Over the last year the Division has been involved in a strategic planning effort. Each strategic initiative group is charged with defining and developing strategies to further the Division’s efforts in seven strategic directions.

Initiative 6 is focused on the theme of building and sustaining a robust culture of inquiry and planning within the Division. So what would a robust culture of inquiry and planning look like in every unit on Student Affairs as well as in the Division as a whole? What would we see and experience in a routine and daily way?

First, we would see a heightened sense of purpose with focus and clear outcomes to which we are committed. Second, we would see the systematic collection of evidence related to our purpose and the significant questions that arise daily in our work. Third, we would see that evidence being discussed by multiple stakeholders in an attempt to make meaning of the data that has been collected. This would be an on-going process, not just something that occurs at the end of a year or term. And finally, we would share the information that has been collected as well as the meaning we have made of it in terms of decisions, recommendations, and celebrations of accomplishments.

As we make meaning of evidence, it is inevitable that other questions will arise or hypotheses will be generated which then lead to the need for other evidence and the cycle continues.

Often we focus solely on the data and how to collect the data forgetting that data only has meaning in the context of the purpose for which it was collected. Being thoughtful and clear about how we decide what data to collect, whom to involve in making meaning of the data, and how we share our findings is at least as important as the results of our efforts. Without the context of purpose for the data collection, a meaningful methodology for data collection and analysis, and reporting the information to relevant others, our efforts lack the kind of rigor that we need to truly claim that a culture of inquiry resides within the Division.

Envisioning a Culture of Inquiry

**Purpose of the Inquiry**
- What is the question you intend to answer?
- What is the outcome you expect?
- How will you collect the relevant evidence and analyze it?

**Data Collection**
- Founded in purposeful and relevant questions
- Focused
- Multiple data points

**Data Interpretation**
- Making meaning
- Stakeholders involved
- Contextual reflection
- Evaluation of data

**Information Sharing**
- Inform innovation and creativity
- Transparency and accountability with stakeholders
- Responsible decision-making

Content and ideas for this article taken from conversations within the Strategic Initiative 6 Work Group in the Division of Student Affairs. For more information, contact Student Affairs Initiative 6 work group, Maureen Cochran and Tina Clawson, conveners at the following: Maureen.cochran@oregonstate.edu Tina.clawson@oregonstate.edu

For more information about the Student Affairs Strategic Plan, check out our website at: [http://oregonstate.edu/studentaffairs/student-affairs-strategic-plan](http://oregonstate.edu/studentaffairs/student-affairs-strategic-plan)
Promoting Healthy Minds, Hearts, and Lives
Counseling and Psychological Services

Our students come to OSU with hopes and dreams of a life filled with success and happiness. Most do not consider that they might encounter difficulties that they are unprepared to handle. Yet, sometimes that happens. Over the course of the last year over 1,700 students or 7.5% of students eligible for services utilized the individual or group counseling services available to them on campus. Approximately 94% of them used counseling services for fewer than 10 appointments. Additionally, about 77% of the students who were seeking counseling for the first time were seen for an appointment the same day as they requested services. All students seeking services were seen within 3 days of their request.

Students using counseling services came from every OSU college, every grade classification (sr, jr, soph, fy, etc.), domestic and international, and racial group represented at OSU.

OSU’s Counseling and Psychological Services (CAPS) is categorized as a full-service university counseling center by the International Association of Counseling Services (IACS), the accrediting body for counseling services. OSU’s CAPS first received accreditation in 1999 and has maintained that accreditation to date. According to IACS a full service counseling service on a campus of approximately 25,000 students should have a counselor to student ratio of 1:1250 as ideal. Currently the counselor to student ratio at OSU is more like 1:1575.

Even though the counselor to student ratio is high, almost 98% of OSU students who use the services of the Counseling and Psychological Services heartily agree that it is a service that they would recommend to their friends and that overall counseling has been helpful to them. Students further reported the following: (see table)

This too is substantiated by an analysis of the outcome data collected regularly over the last few years. Briefly, CAPS data indicated that counseling significantly improved symptoms (e.g., mood, self-harming behavior, food concerns, etc.) and also significantly improved learning problems and decreased interference with academics even with only a few sessions.

For more information about CAPS and their services, contact CAPS at: 541-737-2131 or visit their website at: http://oregonstate.edu/counsel/

<table>
<thead>
<tr>
<th>Because of counseling, I better understand . . .</th>
<th>% Strongly Agree or Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My personality or who I am</td>
<td>89%</td>
</tr>
<tr>
<td>My behavior/choices</td>
<td>91%</td>
</tr>
<tr>
<td>Patterns in my relationships</td>
<td>83%</td>
</tr>
<tr>
<td>My strengths and abilities</td>
<td>84%</td>
</tr>
</tbody>
</table>

97% of students who use CAPS strongly agreed or agreed with the statement, “Overall counseling has been helpful to me.”