

Student Affairs Research and Evaluation 2008-2009 Annual Report

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Director**

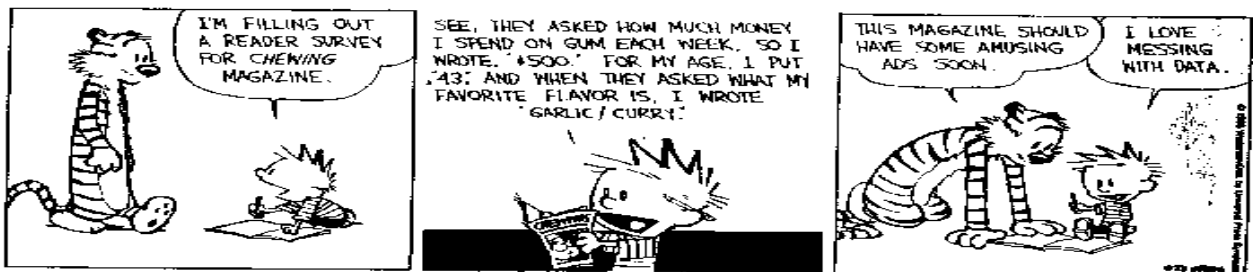
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Table of Contents

Introduction	1
Mission.....	1
Vision and Values.....	1
History.....	1
FY 2008-2009 Highlights	2
Review of Activities and Aspirations Set for FY 2008-2009.....	4
Activities and Aspirations for FY 2009-2010.....	6
Contributions to the Mission of Oregon State University.....	7
Student Affairs Assessment Council	8
Value-added Contribution to the OSU Student Experience.....	9
Issues, Challenges and Possibilities.....	9
Departmental Assessment Report FY 2008-2009	10
Departmental Assessment Plan FY 2009-2010	13
Appendix A—Learning by the Research and Evaluation Graduate Assistant During the First Year	16
Appendix B—Report of Assessment Council Members of Highlights for Each Unit.....	18
Appendix C—2007-2008 Student Affairs Unit/Department Assessment Summary	23

CALVIN and HOBBS



Introduction

This is an annual report on activity, impact, opportunities and challenges as well as some reflection on the previous year followed by speculation on the upcoming academic year. The 2008-2009 year was quite rewarding in many respects but also presented some challenges. Some of the plans that were made early in the year were later abandoned while others were accomplished with great success.

The Assessment Council continued to thrive and several new members brought new energy and expertise to the group. Shared learning, a collaborative writing project, and further opportunities to share our work beyond OSU contributed to the making of a great year for the council. The addition of a half-time graduate assistant, increased office space and new surroundings further enhanced the workings of the Student Affairs Research and Evaluation (SARE) office this year.

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

Mission

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

Vision and Values

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

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

History

Established nearly eight years ago, the Student Affairs Research and Evaluation Office was commissioned to advance the research, assessment, and evaluation efforts of the Division of Student Affairs. Initially, this meant continuing to coordinate the administration of large scale surveys used to provide a snapshot of the OSU student experience. With the advent of a renewed Student Affairs Assessment Council, the office expanded duties to include consultation with individuals/departments regarding assessment activities and the development of an outstanding group of Council members whose role is to lead the assessment efforts for the Division. Additionally, the publication of the OSU Perspective, a quarterly newsletter containing articles informed by data on students fostered interest in the experience of students. Recently,

work with Student Voice, 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 across the campus. Further a national presence is also maintained through presentations and publications.

FY 2008-2009 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:

1. Student engagement and success

- A. Launched Beginning College Survey of Student Engagement for the first time at OSU. This will allow us to compare entering first year students with the same students at the end of the first year in terms of their engagement patterns. Programmatic support for this effort was coordinated with Susie Brubaker-Cole so that results might be used to help predict at risk students and potentially provide academic advisors with individualized information about their entering advisees.

2. Research

- A. Completed several research projects
 - 1. Diversity, Multiculturalism, and Inclusivity Study, OSU Results
 - 2. Managed Bacc Core Review Task Force student survey and made results available to the committee
 - 3. Administered and managed the Eduventures project on Faculty needs for professional development on working with a more diverse student body (results forthcoming from Eduventures)

3. Outreach and engagement

- A. Consulted by phone or email with several university representatives from the following schools. These were in regard to assessment efforts that are on-going in Student Affairs at OSU.
 - 1. Tallahassee Community College
 - 2. University of Nevada—Las Vegas
 - 3. Trinity Christian College
 - 4. West Chester University
 - 5. University of Oregon
 - 6. Southern Methodist University
- B. Provided information on OSU Student Affairs assessment of student learning to the following companies via several telephone interviews.
 - 1. The Advisory Board Company, Washington, DC

- a. This information resulted in our being one of several featured universities in the publication, *The Data Driven Student Affairs Enterprise: Strategies and Best Practices for Instilling a Culture of Accountability*. (2009). Washington, DC: The Advisory Board Company
 - 2. Academic Impressions, Denver, CO
 - a. Invited to present a two day workshop for Academic Impressions (currently considering the invitation but details are not finalized)
- C. Invited to participate in national panel on VALUE Rubrics (valid assessment of learning in undergraduate education) sponsored by Association of American Colleges and Universities (my expenses paid by AAC&U)
- D. Invited to participate in national panel on E-portfolios and their use in undergraduate education by Association of American Colleges and Universities (I was unable to attend so nominated Susie Brubaker-Cole to attend. She was invited by AAC&U and planned to attend)
- E. Invited to present a pre-conference workshop and concurrent session at International Assessment and Retention Conference in New Orleans, LA. (National Association of Student Personnel Administrators provided expenses for me and two other student affairs colleagues to present as well as reduced registration for 4 more student affairs colleagues to attend and present a concurrent session.) Total of 7 people were helped to attend this conference as a result of my being invited to present.
- F. Invited to present a workshop on assessment in student affairs for the Pacific Association of Collegiate Registrars and Admissions Officers, Annual Meeting in Portland, OR
- G. Consulted with several OSU student affairs departments and other committees about their assessment planning and various research projects throughout the year. For example:
 - 1. Counseling and Psychological Services
 - 2. SARPA
 - 3. Bacc Core Review Committee
 - 4. OSU Women's Center
 - 5. Ross Artwohl, Suicide Awareness Program
 - 6. Dave Craig, Weatherford Hall retention
 - 7. Scott Etherton, Student Conduct assessment
 - 8. OSU Graduate School
 - 9. Intercultural Student Services
- H. Participated in a site visit at the University of Southern Nevada as a Site Visitor for the Northwest Commission on Colleges and Universities
- I. Chaired Search Committee for Associate Director of University Housing and Dining/Director of Residential Education. Successful search and Linda Kasper will begin at OSU in July.
- J. Member of the University Council for Student Experience and Engagement (UCSEE)
 - 1. Chair, UCSEE subcommittee on data needs

- K. Member of Wellness data committee of Health and Wellness student affairs alignment
- 4. Community and diversity
 - A. Served on the INTO Steering Committee as a representative from Student Affairs
 - B. Participated in all diversity trainings sponsored by the Division of Student Affairs/Vice Provost for Student Affairs
- 5. Other appropriate initiatives
 - A. Bresciani, M.J., Gardner, M. M., & Hickmott, J. (July, 2009). *Demonstrating student success: a practical guide to outcomes-based assessment of learning and development in student affairs*. Sterling, VA : Stylus Publishing.
 - 1. Contributing author along with Pat Ketcham of case study on OSU Division of Student Affairs used in the book.
 - 2. This case study is also going to be published in New Directions in Student Affairs in Spring, 2010
 - B. Sanderson, R.A. (June, 2009). *Diversity, Multiculturalism, and Inclusivity Survey, OSU Results* (Student Affairs Research Report, 2009-01). Corvallis, OR: Oregon State University Division of Student Affairs.
 - C. Coordinating author of white paper, *Why Do Assessment?*, published by the Student Affairs Assessment Council, Division of Student Affairs, Oregon State University.

Review of Activities and Aspirations Set for FY 2008-2009

The following activities were set for FY 2008-2009 as a means to focus some of the work of the SARE office. The status of these is reported below.

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. **Result:** The Assessment Council had decided in its annual retreat to select one learning area in student affairs and work on development of a rubric to measure that learning area. The idea was for this to be a guide for departments, units, etc. to use and adapt as needed. After devoting several meetings to this venture, the energy just was not present. AAC&U was also at the same time involved in developing the VALUE rubrics. The Council decided to forego their plans to develop these rubrics and instead become involved in reviewing the VALUE rubrics, providing feedback, and staying attuned to how these rubrics might be beneficial to the Council when they are completed.
2. Offer individual assistance again to departments that have not engaged in any meaningful assessment efforts. **Result:** Over the course of the year, I worked with many units on their assessment work. These were overall consultations on specific areas such as data

analysis, how to present or share the data, review of methodologies to see if better ways could be developed, etc. There were few consultations on getting started though a couple of units made great strides in their assessment work. Units that seemed to be struggling the most appeared to be aware of their need to do assessment but did not make it a priority in their day-to-day work. There has been some movement as a couple of folks have joined the assessment council which may help these units to move forward.

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. **Result:** The addition of a graduate assistant position has been very beneficial to the office, specifically in the organizational and administrative work involved in keeping track of palms, assessment plans and reports, Assessment Council minutes, etc. Angi has learned a great deal and has developed over the year culminating in her researching and writing a special edition of OSU Perspective on ePortfolios. She is also now working on developing her own ePortfolio for her use as well as to use with Assessment Council members so that they can learn about ePortfolios from the ground up. (See Appendix A for documentation of learning for SARE Graduate Assistant).
4. Settle into new office space and develop relationships with colleagues in new area of UHDS. **Result:** The new office space has been great! Further, the new colleagues that we are working with in the new space have been very supportive and inclusive of Angi and I. This has been a successful transition and one that has benefitted the office and program.
5. Publish 3 issues of OSU Perspective this year. **Result:** Two issues were published during the school year and a third was published in the summer. This is an improvement over the previous year but not yet up to the one each term standard. Getting the spring issue out is problematic as there is always so much happening in the spring term. This is an area for us to work on in the coming 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. **Result:** In truth I believe that the best analysis of data that was done this year was the Eduventures work on our students of color data. I found their second report to us to be very valuable and have presented this to several groups over the course of the year.

There were only two studies done this year by the SARE office. The first was the Entering Student Survey during the summer, 2008 START. This data was never able to be scanned and thus we were never able to get access to that data. The forms were defective and even though Printing and Mailing and IS worked very diligently over the course of the year to try to work around the problems, they were not able to get the forms scanned. Thus, a decision had to be made about whether to send the forms out to be printed over so that scanning might be able to occur (all of this at a significant additional cost) or to close the project. After conferring with colleagues at IS and Printing and Mailing, I made the decision in June not to invest any more time or money into this project.

The second project was a NASPA consortium project on diversity. The data was analyzed and a report was written and distributed via the web with a few hard copies sent to potentially interested parties. This survey gave us some pretty good information about how majority students see diversity at OSU. When possible, differences between majority

students and students of color were examined however participation rates were small and thus caution needs to be taken when reading the report.

7. Fully implement Student Voice to include OSU Mission and Goals as well as Student Affairs Division Mission and Goals. **Result:** Use of Student Voice has increased as expected with all departments having someone with access to the software. Continued training is needed as new users are continuing to access the service. We now have the Student Affairs mission posted on StudentVoice and a place for Division goals as well. This will allow departments and unit to link their work to those overarching goals that will be developed at the SALT retreat.

Activities and Aspirations Set for FY 2009-2010

1. Work with Assessment Council to continue to build upon the white paper with the potential to develop a second white paper.
2. Work with the Assessment Council to develop learning areas that relate to the newly developed division of Student Affairs goals. Post Division goals on the Student Voice website. Post any learning sub goals or areas developed by the Assessment Council on the SV website as well.
3. Continue to develop graduate assistant position in SARE.
4. Work with units that are struggling with assessment to try to help realign some of their resources to bring into the effort.
5. Implement more fully the new technology in SV such as the iTouches. Include additional training in this.
6. Work with Susie Brubaker-Cole and other colleagues in academic and student affairs to develop data systems that could be used as early alert and/or predictors of student persistence.
7. Continue to work within the Assessment Council and SALT to increase our learning about and assessment of student learning.



Contributions to the Mission of Oregon State University

Oregon State University Mission

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

The work of the Student Affairs Research and Evaluation Office is directed toward serving the mission of Oregon State University in terms of engagement, teaching, and research. Engagement and service to OSU is on-going and apparent in terms of committee involvement. Outreach to the departments/units in Student Affairs as well as outreach to the larger professional community has been on-going as well. Presenting the work done by the office and the assessment council, writing about this work as well as reaching out locally to educate community members in terms of assessment, student learning, and program improvement using data has been a consistent activity of the office. The large scale survey research conducted through efforts of this office contributes to the body of knowledge about OSU students and challenges some of the common belief systems about students. This in turn has prompted increased conversation (within student affairs and also in some academic areas) and for some, the kinds of activities and learning experiences offered to students has been restructured.

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

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

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

Student Affairs Assessment Council

The Student Affairs Assessment Council continues to be a vital leadership group for the Division of Student Affairs. While its accomplishments are many, the central value of the council has been in the shared leadership, collegiality, and positive thoughtful support of the efforts to develop a culture of assessment in the Division. The council continues to be a voluntary association and thus our process and work have gained a certain degree of national attention. For some we are the example to follow and emulate as other colleges and university student affairs units strive to develop their own culture of assessment.

As with every year the council engaged in both individual efforts as well as collective efforts to produce value. The individual efforts are collected in Appendix B and are derived from reports from the Student Affairs Assessment Council Retreat. Further, the council continued to review assessment plans/reports and provided feedback to units and departments for consideration and in an effort to continually improve.

The collective effort this year involved the development of a white paper entitled, *Why Do Assessment?* This project involved every member of the Assessment Council and provided each member an opportunity to have their thoughts about assessment expressed in the paper. Further many members assisted with the editing, formatting, design, idea development, etc. It was truly a group project with suggestions, thoughts, etc. coming from all members. As such, it is our story of why we do assessment, of where we have come from and where we are now. Further it asks others to join us and to commit to telling their story.

An unexpected result of the process of writing the white paper and engaging in group discussions about content, layout, etc., was that for some Assessment Council members there was an “ah ha” moment where from their own self-reports, they “got it” in a way that had not been available to them before. For others, the impact was not so dramatic but was more of a confirmation of their thinking and efforts. Still for others, it provided language and a model for helping to teach others about assessment, the reason, rationale, and even a process. These unexpected results have allowed the Council to engage more deeply and to continue to appreciate the unique contributions of every member.

The paper was also used with the Student Affairs Leadership Team (SALT) as a point of departure for discussing their unit’s journey in assessment. Assessment council members observed and took notes from the small groups and documented conversations, etc. We hope to use these notes in the coming year to help construct a paper on the journey of the units within the Division.

During the SALT retreat in July, the SALT members developed division-wide goal areas as requested by the Assessment Council. This step forward for the Division will help the Assessment Council in making meaning of the assessment reports and linking them to Division goals.

The Council during their 2009 retreat provided oral reports about things that worked well for each of them (See Appendix B). Further, they decided to work on the idea of creating some specific outcomes that all units would try to measure in the following year. This will be more possible now that the Division has goals identified.

Value-added Contribution to the OSU Student Experience

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

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

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

An additional piece of this has to do with the development of the graduate assistant in the SARE office this year. Appendix A of this report provides documentation of the kinds of learning that has occurred with the graduate assistant in SARE during this first year.

Issues, Challenges, Possibilities

1. Consulting individually with departments that are less involved with assessment:

This continues to be a challenge however in the last year there has been some movement amongst these units in different ways and with different “ah ha” moments but if they follow-through with plans there will be a significant improvement in the coming year.

2. With the use of Student Voice and the increasing number of student affairs personnel who are requesting access, this platform is being used more often. The challenge this year will be to implement the new technology and to improve upon how we use the current software.

While the management side of the platform is less used, I think with the increasing emphasis on assessment and documenting work, the use of this area will also increase. The addition of Division-wide goals will also be an incentive to use the management side to link unit goals and outcomes to Division goals, etc.

The Assessment Council will also be working in this area to see how our learning outcomes map to the division goals.

3. The new OSU structure and the potential better alignment between Academic Affairs and Student Affairs holds some potential for challenge and possibility. I want to work more with Susie Brubaker-Cole from the perspective of using the data in Student Affairs to add to the institutional data to see if we can ascertain predictors of success and how to intervene to

improve retention. I don't know what this will look like yet but it is a current challenge and also holds some potential for increased analysis of our data.

4. The number of surveys being sent electronically to students is growing almost exponentially both in student affairs and in many other units in the university. This is problematic as students are not responding in the same numbers as they once did. This decrease in response rates is and will continue to have a negative impact on the generalizability of our survey information. In an effort to reduce the number of surveys, the assessment council has been discussing this issue to see if there are ways we can manage them better and combine some as well as utilizing better sampling techniques. Further, we are developing a calendar in outlook that will allow us to monitor the number, type, and content of surveys being given in the division so that we can assist each other in combining efforts.

Departmental Assessment Report 2008-2009

Date: August 15, 2009

Department: Student Affairs Research and Evaluation

Director: Rebecca A. Sanderson, PhD

Assessment Contact: same as above

Email: Rebecca.sanderson@oregonstate.edu

Phone: 541-737-8738

Mission

The Student Affairs Research and Evaluation Office provides leadership for the Student Affairs Division with regard to the development and implementation of assessment processes 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 – All plans and reports that were submitted were reviewed by assessment council members and by the Director of Student Affairs Research and Evaluation. Several overarching themes emerged in the review:

- There is still great variability in plan and report development among units. Some units are still working to develop a mission and a set of overarching goals. Others have well-developed missions/goals but are working to development student learning

outcomes, etc. This sort of variability continues in terms of selection/development of methods, how results are analyzed, and what decisions are made based upon the data analysis.

- There are still units who have not provided in a consistent way assessment plans or reports for review.
- Changes in personnel often limit the ability of a unit to continue with assessment work, especially when assessment has been delegated to one person in a unit.
- Great strides have been made by some units to revamp assessment efforts in such a way as to make them actually helpful in decision-making around improvement.

Decisions/Recommendations –

- Given the great variability in assessment work across the division, ask the assessment council if it might be helpful for me to schedule visits with each of the units to answer questions, provide feedback, conduct training, etc. to units on areas that they see as areas of need.
- Encourage those who have not been able to provide documentation of assessment efforts in a consistent way to just begin with something that they can sustain and that is important to them.
- Deliver a workshop on getting your data together and how to begin to analyze the data.
- Poll units to see if they would have an interest in specific workshops on topics like data analysis, choosing a method, etc. Information shared via website, annual report.

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 - All plans and reports that were submitted were reviewed by assessment council members and by the Director of Student Affairs Research and Evaluation. Several overarching themes emerged in the review:

- Council members provided needed feedback to units in a reasonable way though some feedback sessions were late which made their impact less.
- Some units have received consistent feedback over the years but have not seemed to make changes that could improve their plans.
- Still some confusion about goals and outcomes though this is improving.
- Assessment method diversity is still lagging but improving
- Decisions made is an area that some units need help with especially if they are not getting results that tie to the areas that are important to them

Decisions/Recommendations –

- Develop rubric for training and providing feedback to reviewers on their reviews.
- Still some confusion about how the meaning of a goal or outcome can be determined through the assessment method—training issue
- Need some additional learning opportunities around outcomes, methods, data analysis. Information shared via website, annual report.

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 – The data from the New Student Survey, 2008, was not able to be scanned and therefore there were no usable results and no report published.

Decisions/Recommendations –

Because of the difficulties in implementing the New Student Survey, recommend discontinuing this survey and relying on the BCSSE and CIRP until such time as we can have a more secure way to develop the forms that are needed. Information shared via website, annual report.

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 – Provided several workshops, published information and provided training in several areas around SA research. Annual report provides documentation of this result.

Decisions/Recommendations -

No need to continue with this outcome as it is a routine endeavor and is accounted for in the annual report for Student Affairs Research and Evaluation. Information shared via website, annual report.

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 – Successfully completed 2 research projects with Eduventures: Students of Color success and Faculty need for professional development for an ever-increasing diverse student population.

Decisions/Recommendations – Discontinue association with Eduventures Student Affairs consortium as it is not going to exist after this year. Information shared via website, annual report.

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

Method - Count. Rebecca is responsible for this assessment.

Results – Successfully completed all IRB processes for all Student Affairs research projects for the year.

Decisions/Recommendations – Continue to coordinate division-wide or university-wide projects as needed and secure IRB permissions as needed for these projects. Little need for this as an outcome as it is standard practice and occurs with each research project. Information shared via website, annual report.

Departmental Assessment Plan 2009-2010

Date: August 15, 2009

Department: Student Affairs Research and Evaluation

Director: Rebecca A. Sanderson, PhD

Assessment Contact: same as above

Email: Rebecca.sanderson@oregonstate.edu

Phone: 541-737-8738

Mission

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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.

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

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. Use of a rubric is planned (Rubric TBA). Rebecca is responsible for this assessment.

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

Results - -

Decisions/Recommendations - -

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

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

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

Results - -

Decisions/Recommendations - -

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

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

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

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

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

Results - -

Decisions/Recommendations - -

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

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

Implementation – TBA

Results –

Decisions/Recommendations -

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

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

Implementation - TBA

Results –

Decisions/Recommendations -

Appendix A

Learning by the Research and Evaluation Graduate Assistant during this First Year

Angi Baxter, the SARE graduate assistant for 2008-2009 was asked to reflect and develop a listing of her learning over the course of this first year in the position. At the first of the year she had listed some goal areas where she felt she wanted to develop. Her learning is articulated under these various goal areas. The following is an accounting of her learning:

Work environment skills:

1. Negotiate work environments-
 - a. I have been learning the difference between getting hired to do a job and being hired to fill hours.
 - b. I am also learning how to communicate my needs in a work environment with professionals that determine if I am a good worker or not.
2. Get more experience with new software and technologies
 - a. I have learned how to administer and utilize PDA's and StudentVoice.
 - b. We have just switched to iTouches and I am learning how to work them as well.
 - c. In addition, I did training on Word 2007 and learned how to do graphs, smartart graphics and a number of other tools that make word so much more fun and attractive.
 - d. I have also been expanding my skills with excel, creating a number of spread sheets.
 - e. Publisher is also becoming a regular figure in my skill set.
3. Learn how to build and maintain websites
 - a. I am in the process of learning HTML to create websites.
 - b. I will also be creating an ePortfolio to document my learning.

Student Support:

1. How to better support the students
 - a. Going through the assessment plans has assisted with understanding the learning that students are doing which also influences how I support students in the work I do.
 - b. Learning about assessment plans has assisted in how I want to structure the courses I will hopefully be teaching someday.
 - c. I have learned how to write learning outcomes which will greatly affect how I interact in goal orientated situations.
2. Understand the interconnectedness of the different departments on campus and how they function to support students

- a. Having access to learn about the assessment plans from various departments in Student Affairs has helped me to see how the varying departments work together to support students.
- b. The planning of the assessment council retreat also assisted with my understanding of departmental interconnectedness and support of students. This would also include my experience with the SALT team.

Educational:

- 1. Expand my writing & critical thinking skills
 - a. I have gained experience in writing articles for OSU Perspective, IRB's and taking notes, allowing for the ability to write for differing audiences. This writing has helped to write more effectively.
 - b. I have also been learning more about citing sources and how to do that with lists, websites, un-authored texts, and conferences.
 - c. I have also created templates of assessment calendars, assessment plans, and labels that assist with more focused writing, bulleted writing and being concise.
- 2. Increase my statistical skills

Research:

- 1. Gain experience writing IRB's
 - a. I have assisted with the creation of two IRB's which will assist my ability to write IRB's for my personal research.
- 2. Learn how to do research in target communities effectively
- 3. Learn better practices with inclusion of cultural differences in research- language issues
 - a. I have provided my perspective on language and wording on a few nationwide assessment surveys. The input that I gave was implemented into the surveys which support me in learning to create wording that is effective and inclusive.
- 4. Gain experience researching underrepresented communities
- 5. Learn how to write good research questions
- 6. Gain experience coding research

I have also learned that when completing surveys it is very helpful to follow the directions as someone will have to take the time to clean up the surveys.

Also regarding the assessment council, I have learned how to follow the energy regarding projects. I have also learned about new technologies such as the clicker which could assist with future course work.

Further, I have learned a significant amount about ePortfolios which was a topic I knew nothing about prior to working in this office. I have been asked to create an ePortfolio to bring back to the assessment council at the end of next year. This will significantly increase my web publishing abilities as well as assist with the documentation and reflection with my learning.

Appendix B

Reports of Assessment Council Members of Highlights for Each Unit

Recreational Sports

- ▶ ***What you learned of significance...***
Learning outcomes are grounded in curriculum.
- ▶ ***What worked and could be used by others...***
Standardized program evaluations and shared e-files
“Close to the Customer” services
- ▶ ***What conversations have worked, what language, what???***
Goals/objectives worksheet
“Objectives” help connect plans
Wellness Dash Board

Counseling and Psychological Services

- ▶ ***What you learned of significance?***
We finally learned, I think, that even focusing on two assessment projects cannot be done thoroughly. We started really making changes to our Outcome and Satisfaction Survey (for clinical services) and then switched over about the end of winter term to start looking at evaluation methods for our outreach presentations. This is when we started having one foot in two projects too much. We slowly let go of the outreach portion but as a result we left this project unfinished in mid-year and had to re-ignite our attention to the clinical services survey.
- ▶ ***What worked and could be used by others?***
We started this year meeting once a week as a department assessment committee. This kept us more focused on the projects we identified to work on and built collegiality within our department around assessment. It also gave us more power when we went back to the larger staff with our results since we had more people supporting our assessment work.
- ▶ ***What conversations have worked, what language, what???***
I’m not sure what conversations, but just continuing to have the conversation around assessment is what worked for us. The support from the SA Assessment Council is always helpful and the push from Larry and creating the White Paper gave us more legitimacy as a department assessment committee to say we not only want to do this work but we also must do it!

Student Media and Peace Jam

- ▶ ***What we learned of significance:***
Create a structure for learning and then evaluate the outcomes
How to make our very own rubric
We understand what it means to be an intentional learning-oriented organization
It is good to laugh at ourselves while eating cake!
- ▶ ***What worked and could be used by others:***
Helping edit the white paper
Meeting with New Media Communications assessment coordinator
Educating our student leaders about the work we are doing
- ▶ ***Changes to your 2008-2009 goals & outcomes***
Simplify our goals
Be more specific

Create an education plan around cultural competency
Create an education plan around basic writing and technical skills

Research and Evaluation

- ▶ ***What of Significance was Learned?***
 - Facilitators and barriers to success for OSU students of color
 - How continued conversation by those who are committed can lead to great results (e.g., Healthy campus data group)
 - Over-abundance of student surveys
- ▶ ***What worked and could be used by others?***
 - iTouch—like today
 - Student Voice
 - Rubrics
 - Collaborative process
 - The Assessment Council
- ▶ ***What conversations have worked, language, etc.?***
 - It's all about learning and improvement

Career Services

- ▶ ***What we learned of significance . . .***
 - That when you're trying to develop an assessment plan, you need to have a clear sense of your organization's MISSION. Without a clear mission statement, assessment is hard.
 - We want to use assessment to *develop* our organization, which requires ongoing staff conversations.
- ▶ ***What worked and could be used by others?***
 - PDAs were easy to use and effective
 - Rubrics to evaluate student staff have been helpful as well
 - Collecting data from a class invested in our services—this approach provided great data to inform the changes to our website
- ▶ ***What conversations have worked, what language, what?***
 - We learned *not* to use "Strategic Planning" when approaching assessment.
 - Conversations before developing the assessment plan were helpful—the best ones were open, and visual.

Vice Provost for Student Affairs Office

- ▶ ***What we learned of significance . . .***
 - We learned a great deal about what was effective and what was less effective in our teaching of ALS 199—Understanding Community through Service and Coalition Building
- ▶ ***What worked and could be used by others?***
 - Steps taken to create pre/post survey & rubric
 - Common language used to develop rubric gave us ability to tie pre/post survey results to reflection paper findings
- ▶ ***What conversations have worked, what language, what?***
 - Simplicity of rubric and language used allowed class facilitators who are not involved in assessment work, to successfully effectively score reflection papers

Intercultural Student Services

- ▶ ***What you learned of significance?***

Everyone needs to be on the same page and understand the value of assessment. Another important thing we learned was that the learning outcomes should drive the curriculum not the other way around.

▶ **What worked and could be used by others?**

The realization that if your assessment wasn't very good that it is OK to throw it out and start from scratch.

Student Leadership and Involvement

▶ **What you learned of significance?**

Key Learning points from Justice in Leadership Community assessment:

- ▶ Student Leaders want more information and support with the following topics (JLC assessments):
 - Self Care and Time Management
 - Public Speaking
 - Budget/Finance/Payroll
 - Meeting the needs of their communities
 - Dealing with conflict and critical feedback
 - "Higher Level" leadership development (not just entry level)

▶ **What worked and could be used by others?**

- ▶ Top 4 ways students learn about events, programs and services on campus (SLI Marketing Survey, 6/5/09, 101 respondents):
 - Email (36 %)
 - Facebook (23 %)
 - Barometer (17%)
 - Word of Mouth (10%)

▶ **What conversations have worked, what language, what?**

- ▶ Using the fill in the blanks to write a learning outcome with bloom's taxonomy

Student Health Services

▶ **What you learned of significance?**

Fees:

- Spring of 2007 during last patient survey, found that awareness and understanding of fees for services was unclear to students. 'The information provided about fees and charges at this visit' was rated 60% excellent or good, 40% fair or poor.
- Over the past year SHS did some marketing around fees (fee handouts, website, other resources, new signs, clinician/nurse teaching, etc.)

Result – 2009 survey showed 70% excellent or good, 30% fair or poor.

- These assessment findings led to a complete overhaul of our fee system – how we determine and monitor fees, and how to disseminate the information. Still a long way to go but still striving for improvement.
- A great learning exercise for a difficult issue that has had a positive impact on students and staff.

▶ **What worked and could be used by others?**

Having an assessment team that meets regularly and is assigned work. The group creates new energy and ideas. The organization is now assessed from a broader perspective. The committee consists of a variety of staff who help in writing the plan, report and surveys.

▶ **What conversations have worked, what language, what?**

Conversations that have highlighted areas within SHS where learning occurs: insurance, billing, reception, clinicians, office, FPP and more. These are all opportunities for student learning to occur.

Disability Access Services

► ***What you learned of significance?***

Disability Access Services has undergone significant change during the last few years. Of the four Coordinators for programs in DAS (Alternative Testing, Notetaking, Alternative Formats, and Deaf and Hard of Hearing Access Services,) three are employees hired within the last academic year.

New staff members within DAS have a “fresh way” of looking at programs and services
New Tools

Alternative Testing Coordinator created and administered a test of proctoring procedures
A new “Rate Your Notetaker” function was added to the on-line database. Students now have the ability to provide immediate feedback about their notetakers.

Rubrics were updated to improve the evaluation of recent trainees of the TypeWell speech-to-text service and competency of transcribers using the Math feature of TypeWell

Assessment planning is scheduled during the DAS staff retreat
Survey questions will be created to assess the on-line database

► ***What worked and could be used by others?***

Regarding Assessment:

“We shall not cease from exploration, and the end of all our exploring will be to arrive where we started and know the place for the first time.”

T.S. Eliot

► ***What conversations have worked, what language, what?***

At the completion of the on-line database and survey of the system, we will focus on learning outcomes that reflect what we hope DAS students will “know, think, or do as a result of involvement with our programs.”

Memorial Union

► ***What you learned of significance?***

The Memorial Union is in its second year of rebuilding its assessment structure. In the past, the MU built its capacity for assessing student learning around student leadership programs. After the realignment, these areas were moved to the department of Student Leadership and Involvement. Initially I assumed that the work I had done with the MU staff in the past to build in assessment in the leadership programs could be used with the MU food service and facilities staff to build learning outcomes into the work they do. After UHDS, these two units employ more students than anyone else on campus. I have received enthusiastic support from the MU staff to move in that direction. What I had not thought about was background training the MU staff brought to the table. In the past when working with staff for building learning outcomes for leadership programs, I was working with a staff that was trained as teachers. They had a strong background in writing learning outcomes and assessing learning. The MU staff from food services and facilities all understand the critical part they all play in student learning, but do not have the language or training in learning outcomes. This has required taking a step back and building a foundation with all the supervisory staff on some of the basics of educational theory and skills. This may have slowed us down some but has been exciting for me.

Working with people that have a fresh perspective has given me some new insights in seeing the growth of students.

► ***What worked and could be used by others?***

We continue to use a national benchmarking survey for student unions. I am on the advisory board for this company's division that works with student centers. Over the years, this survey has slowly adjusted to look more at student success, rather than satisfaction.

Appendix C

2007-2008 Student Affairs Unit/Department Assessment Summary

Alignment Group-Department/Unit	2007-2008 Decisions made based upon assessment data
Enrollment Management	
Financial Aid Office	<ul style="list-style-type: none"> ★ Bridge to Success initiative was accepted—Compare actual results of funding with the predicted funding to assist in fund management of institutional aid in coming year ★ Consider student survey or other tool to assess student learning about finances and financial aid ★ Continue with predictors for earnings in order to prevent over-expenditure from Work Study account ★ Continue to expand outreach activity to demonstrate effectiveness of staff time utilization
Office of Admissions	<ul style="list-style-type: none"> ★ Increasing transfer students necessitates an increase in specific resources for them including articulation tables, pre-transfer advising, information about support services adjusting the time of year and also pre-communication to include what to expect, bring, etc. also will be including more students and faculty in the programs ★ Spring visit programs will increase the academic programs to two so that students/parents can have a choice and will also shift focus more to academics ★ Maintain the OSU night schedule as is with few changes ★ Hold more informational interviews with students in out of state territories as well as counselor events as these have been seen as effective
Registrar's Office	★ No report submitted
Student Life	
Disability Access Services	<ul style="list-style-type: none"> ★ Improve interpreter training by pairing with more experienced interpreters ★ Expose new interpreters to more technical language and mouthing words ★ Future purchases of Typewell will be version 5 that has the math component
Career Services	★ No report submitted—plans will be submitted for 2009-10
Student Conduct	★ Revise assessment plan to include kinds of assessment that occur

Alignment Group-Department/Unit	2007-2008 Decisions made based upon assessment data
New Student Programs and Family Outreach	<ul style="list-style-type: none"> ★ Continue mid-summer one-to-one meetings with START leaders and mid-Fall meeting with U-Engage leaders ★ Be more intentional in how questions are asked and documentation occurs, including one-to-one meetings
Health and Wellness	
Counseling and Psychological Services	<ul style="list-style-type: none"> ★ Increased frequency of administering satisfaction/outcome survey to once per term ★ Re-evaluate assessment of suicide prevention efforts ★ Re-evaluate several outcomes and the assessment methodologies for them ★ Present data for staff discussion concerning student perceptions of focus of treatment
Recreational Sports	<ul style="list-style-type: none"> ★ Marketing messages to incorporate responses of constituents about benefits of physical activity ★ Continue to develop RecSports' definition of "foster healthy living" as used in the mission statement
Student Health Services	<ul style="list-style-type: none"> ★ Continue clinician peer review three times per year—two as diagnosis based ★ Review external survey questions and revise as indicated in report ★ Develop marketing campaign to increase awareness by students of the massage, chiropractic and acupuncture services available at the SHS ★ Encourage department managers to support staff in accessing outside professional development in the coming year ★ Expand upon "Learn well. Live well. Be well" message in outreach ★ Continue to measure the proportion of OSU students who report using a condom in the last 30 days ★ Re-evaluate Outcome G—IMPACT class contributes to doing better in school ★ Do three and six month follow-up on IMPACT participants in terms of harm reduction strategies and whether they still employ them
Memorial Union	
Memorial Union	<ul style="list-style-type: none"> ★ Potential development of a standard rubric to use with student employees in the area of Critical thinking and Analytical skills ★ Changes in coffee vendor and other sustainable/green practices begun in the building ★ Continuation of EBI Survey

Alignment Group-Department/Unit	2007-2008 Decisions made based upon assessment data
Student Media and Peace Jam	<ul style="list-style-type: none"> ★ Conduct a readership survey ★ Sales reps will continue as is ★ Keep circulation of Barometer at 9,000 for fall, consider reducing some distribution points if papers are not utilized better ★ Numerous programmatic changes recommended for the OSU/Jostens Yearbook camp at OSU
Student Leadership& Involvement	
Student Leadership and Involvement	<ul style="list-style-type: none"> ★ Continue to refine the mission and plan to follow the recommended steps for mission creation as outline by the Drucker Foundation Self-assessment Tool. ★ Work to develop and operationalize unit-wide goals
Greek Life	<ul style="list-style-type: none"> ★ Discontinue Club Connection events even though participants found it helpful, attendance was very low. Find more effective ways to communicate with clubs and organizations ★ Adjustments to programs were made based upon feedback from students
Intercultural Student Services	
Women's Center	★ Work to develop a unified use/satisfaction survey for all ISS units
LGBT Services & Outreach	★ Consider conducting focus groups to get more qualitative data and more in-depth exploration of learning outcomes and how/what we do to facilitate development and success
Ujima Education Office	
Casa Educacional	
Indian Education Office	★ Consider using focus groups to help understand Edventures findings
Asian Pacific Islander Office	
Vice Provost for Student Affairs	
Vice Provost for Student Affairs	<ul style="list-style-type: none"> ★ Extensive review of the ALS199 course with review based upon assessment findings ★ ALS 199 course delivery and areas emphasized revised based upon data ★ Assessment methods reviewed and refined for ALS199
Research and Evaluation	<ul style="list-style-type: none"> ★ Continue consultation with units on writing learning outcomes and devising appropriate measurement strategies ★ Provide examples of learning outcomes for some units to consider as they develop their own ★ Consider doing some preliminary workshops on data analysis—fundamentals ★ Continue to support development of alignment group assessment ★ Administer the New Student Survey in summer, 2008, and then revisit ★ Administer the NSSE in Sp 2010

Alignment Group-Department/Unit	2007-2008 Decisions made based upon assessment data
University Housing and Dining	
University Housing and Dining	<ul style="list-style-type: none"> ★ Continue RA staff training emphasis on conflict resolution, community development, differences, problem-solving—strive to meet mean of select 6 and Carnegie class on EBI Resident Survey in these areas ★ RA's to self assess twice per year in these areas as well