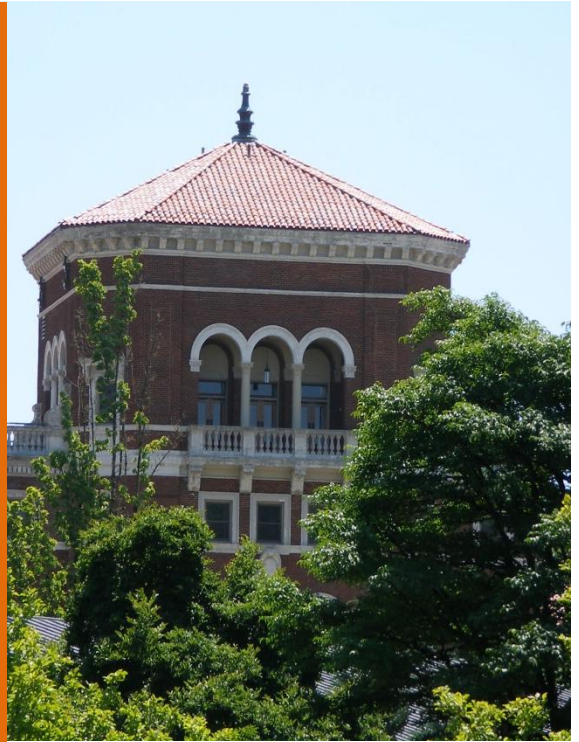# Annual Report

2010-2011

Student Affairs Research and Evaluation

Rebecca A. Sanderson, PhD
Director

Oregon State
UNIVERSITY

Student Affairs Research and Evaluation
Annual Report
2010-2011

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Introduction

This annual report is a compilation of major unit activities, accomplishments, and opportunities and challenges as well as reflection on the 2010-2011 year. This year felt like a pivotal year in the development of the office, services, and information. As the coming year approaches, I anticipate this will be a year of further development. Adding into the unit the planning responsibilities for the Division will entail the development of avenues to aid in planning as well as reporting and communicating division-wide accomplishments.

The Assessment Council continued to develop throughout the year though this was a particularly difficult year because of exceptional service demands. Assessment Council members persisted and overall did an exceptional job in maintaining their assessment work in their departments as well as contributing to the group efforts of the council.

The addition of two graduate assistants in the office also contributed to the productivity and value of the SARE office. Terence Merritt produced a report on retention of first year students that combined data in Banner to that of the Beginning College Survey of Student Engagement as well as the National Survey of Student Engagement. This report was presented to the Assistant Provost for Enrollment Management and the Associate Provost for Student Engagement and Success. Additional committees and personnel in these areas will also have access to the report. Mum Mattison worked on a project for the Division that focused on strategic planning and gathering information from all the units in the Division. She compiled the information and presented it at a SALT meeting in the spring. Mum will continue as a graduate assistant for the coming year. Angi Baxter, a returning graduate assistant continued her work in supporting the Council and managing the iTouch hardware for use by Student Affairs units.

Overall the year was busy but good. Resources were stretched and some reports were not completed in a timely fashion because of the priority for information for the OSU Self Study report contributed to by SARE.

The remainder of this report will articulate 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 seeks to help people 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. Colleagueship, community, professionalism, and joy guide the work.

History

Established nearly 10 years ago, the Student Affairs Research and Evaluation Office was commissioned to advance the research, assessment, and evaluation efforts of the Division of Student Affairs. Initially, this meant continuing to coordinate the administration of large scale surveys used to provide a snapshot of the OSU student experience. With the advent of a renewed Student Affairs Assessment Council, the office expanded duties to include consultation with individuals/departments regarding assessment activities and the development of an outstanding group of Council members whose role is to lead the assessment efforts for the Division. Additionally, the publication of the OSU Perspective, a quarterly newsletter containing articles informed by data on students fostered interest in the experience of students. Recently, work with Student Voice and the Advisory Council have provided opportunities to increase research efforts and to manage assessment plans and reports in a more efficient manner. With the incorporation of the new Compliance Assist software, maintenance of some of the reports, data summaries, etc. as well as assessment plans and reports can be maintained in a more standardized 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 2010-2011 Highlights and Successes

Programmatic Achievements

a. Student engagement and success

Generally, this office has little direct contact with students. Rather, we provide information to units, departments and faculty that can aid them in their direct work with students. A listing of research reports that have been distributed to the campus are in the next section of this report.

b. Research and its impact

The following are research reports generated out of Research and Evaluation this year. All of them have been shared with student affairs and academic colleagues as appropriate. The work done has had an influence on Baccalaureate Core implementation teams, the NW Association accreditation self-study, as well as stimulating conversation with other committees, councils, etc. at OSU.

Merritt, T. (2011). An Analysis of Attrition among Oregon State University's Fall 2009 Freshmen Who Participated in the Beginning College Survey of Student Engagement During Summer START. Corvallis, OR: Oregon State University Division of Student Affairs

Sanderson, R.A. (2010). Beginning College Survey of Student Engagement, 2009 OSU Results. Student Affairs Research Report 01-10. Corvallis, OR: Oregon State University Division of Student Affairs.

Sanderson, R.A. (2010). National Survey of Student Engagement, 2010 OSU Results. Student Affairs Research Report 02-10. Corvallis, OR: Oregon State University Division of Student Affairs.

Sanderson, R. A. (2011). National Survey of Student Engagement Consortium for the Study of Writing in College, 2010 Oregon State University Findings, Student Affairs Research Report 01-11. Corvallis, OR: Oregon State University Division of Student Affairs.

Sanderson, R. A. (2011). Beginning College Survey of Student Engagement (BCSSE) 2010 OSU Results, Student Affairs Research Report 02-11. Corvallis, OR: Oregon State University Division of Student Affairs.

c. **Outreach and engagement**

1. Consulted with the Division of Student Affairs at Seattle University (October 4, 5, 6) on how to develop a culture of assessment, where to start and some assessment of their current efforts.

   - Focused efforts with steering committee of 5
   - Opportunity to meet with the Vice President
   - Presentation to the Division department heads and assistant department heads (30 individuals)
   - Expenses paid by Seattle University

2. Delivered 8 assessment workshops for OSU student affairs and academic support units. (average attendance = 12)

3. Member of several search committees on campus
   - Director of Institutional Research
   - Assistant Director for Co-curricular Learning for TLC
   - Coordinator, Student Affairs Research and Evaluation

4. Consulted in person and via email and phone with several university student affairs assessment professionals both at OSU and at other institutions:

   - Washington State University
   - Seattle University
   - OSU DPD
   - National Intramural-recreational Sports Association
   - Education Advisory Board
   - Teaching and Learning Center Assistant Director
   - OSU Director of Assessment, Gita Ramaswamy
   - OSU Libraries

5. Delivered numerous presentations to different groups on the OSU campus about the National Survey of Student Engagement, the Beginning College survey of Student Engagement, and other research projects related to those surveys

- UCSEE
- Undergraduate Education Council
- Enrollment Management Leadership Team
- Provost's and Presidents' Council

6. Served on Faculty Senate as a Student Affairs Representative
7. Served on Student Affairs Division Strategic Planning Leadership Team
8. Served on University Assessment Council

d. Community and diversity

1. Worked with the Student Affairs Assessment Council to complete and implement the use of the Cultural Knowledge and Effectiveness Rubric in units in the Division

2. Introduced the rubric and a potential support structure for a Local to Global initiative being worked on by Sunil Khanna, Susie Brubaker-Cole, and Susana Rivera-Mills. Follow-up expected as their planning continues.

3. Continuing to work with Student Affairs Assessment Council around implementation of the rubric for planning, assessment and delivery of diversity programs.

e. Other appropriate initiatives

1. Served as point person for writing and gathering information related to Section 2D (Student Support Services) for the NW Accreditation Self-Study. Also provided data for other sections of the report that were requested by the Steering Committee. Provided some editorial assistance as well. Responded to questions from the site visit team during their visit and provided further information and data as requested.

Review of Activities and Aspirations Set for FY 2010-2011

1. Continue the diversity education and assessment initiative begun in 2009-2010 which includes facilitating direction-setting, etc. with the Council.

   Several units in Student Affairs are using the Cultural Knowledge and Effectiveness Rubric developed by the Council. Some have adapted the rubric to their own purposes and have found it to be an effective tool. Other units are working to map their curriculum onto the rubric. Progress toward fuller implementation of the rubric and diversity education in units has moved slowly but has gone well for those who have been able to incorporate the work into their unit.

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2. Work with two new graduate assistants on special research projects.

   Terence Merritt and Mum Mattison both completed their projects and did excellent jobs. Terence presented his work to Kate Peterson and Susie Brubaker-Cole and also submitted a written report which was distributed to them as well.

   Mum presented her work to SALT in preparation for the annual retreat which was to be focused on the strategic planning initiative. Her work was able to ground and set a context for the strategic planning effort.

3. Continue to offer assistance with assessment planning and reporting to all units within Student Affairs.

   This is an on-going task and one that has been beneficial for some units. Unfortunately, some departments in the Division have not elected to seek assistance even when the offer is made. For several of these novice assessment plan/report writers, it might have helped their efforts.

4. As possible, continue to see if the Division can develop goals and learning outcomes and ways of rolling data up for a set of clear performance indicators.

   Not much progress has been made in this area though it is still on the agenda for the coming year and will incorporate the strategic planning initiatives. With strategic planning, goals have been written for the division and some strategies are articulated. Outcomes have yet to be determined.

5. Keep up with data requests for accreditation reporting and documentation.

   Accomplished with great success!

Activities and Aspirations for FY 2011-2012

1. Gain traction in implementation of Teagle Assessment project with Global Learning Task Force.

2. Develop planning processes to develop and monitor the Division Strategic Plan.

3. Maximize use of Compliance Assist Software for collecting information from units and departments.

4. Increase on-line tools and training in assessment for use by units and departments.

Contributions to the Mission of Oregon State University

In essence the mission of the University is teaching, research, and outreach and engagement. This office is engaged in teaching though not in a formal classroom setting but rather through consultations and workshops. With regard to research, the listing of research reports produced from this office attests to our work in this area each year. Lastly, outreach and engagement is a key aspect of the work of the office. Specifically we work with all of the units in the Division of

Student Affairs. Further we work with the service units in academic affairs, serve on committees (search and otherwise), and serve on the Faculty Senate as a Student Affairs representative.

We consciously and intentionally maintain relationships and partnerships with the Center for Teaching and Learning, Difference, Power, and Discrimination program, WIC, and other programs and services under the Associate Provost for Student Success and Engagement.

During this last year we intentionally worked with the Writing faculty to produce a report on the writing experiences of OSU first year and senior students on the consortium portion of the NSSE report. This partnership was beneficial to them as well as to us in terms of looking at the data and making sense in a way that allowed us to make some recommendations about how to improve the writing experiences of students at OSU.

Further relationships are maintained with faculty in many of the colleges, particularly around the NSSE results and other student information that we might have. Consistently, we are asked to serve on task forces and committees launched by central administrators or those in colleges. When possible we serve on these and at a minimum provide them information that they might need when we have it.

This report is full of examples where we have partnered, collaborated and served with academic colleagues and others from other universities and agencies around the country.

Student Affairs Assessment Council

The Student Affairs Assessment Council continues to be a strong resource for the Division's work to continually improve. They work hard at their formal positions and often harder in their efforts to lead their departments toward a culture of assessment and continuous improvement. While they feel appreciated by Division leadership, they often do not feel appreciated by peers or leaders in their units. This is not across the board and certainly is not a new issue. It is however one that is important to the health of the organization and the people involved in this work.

This year was a rather tough one for the Council. With the service demands at an all-time high with significant increases in enrollment, members struggled to get plans written, assessments done, and reports reviewed. Some of our consistent reporters were unable to complete their assessments and report for this last year.

In view of this, the Council has asked to devote more time in our meetings for self-sustaining time where they can reflect, talk about what they are doing, seek guidance from others and share the load. This will be a consistent part of our agenda for the coming year.

We are still involved in setting our learning agenda for the coming year so plans are not complete. Based upon review of assessment work this year, one area that may need some attention is what can be done with data once it is collected. Many of our units struggle with interpreting the data, summarizing the data, and communicating its meaning. This then interferes with their ability to draw conclusions, make decisions, etc. based upon that data.

Nevertheless, the Council continues to thrive. The commitment of the group and the energy that they bring is amazing. They continue to be creative, compassionate, and joyful—even as they sometimes struggle.

Value-added Contribution to the OSU Student Experience

This office has very little direct contact with students over the course of a year but the bulk of the resources are dedicated to trying to make the student experience better through the use of assessment data and information. To this end and based upon reports submitted to us by units in the division, we are making a difference. Unfortunately it is not across all units but for those who participate and engage in an authentic assessment effort, their work matters and has improved. This is documented in their assessment plans and reports and the ways in which they are using their data to make improvements in programs and services.

Successes, Issues, Challenges, Possibilities

Successes

- Meeting Accreditation demands for information
- Assessment plan improvements by several units
- Assessment Council
- Research work of graduate assistants
- Successful hire of new Coordinator position
- Work with writing faculty and others around NSSE data
- Produced 4 research reports as well as Section 2D for the Self-Study

Issues

- Providing enough support for units who are engaged in assessment and wanting to improve and balancing that against trying to encourage others to become engaged
- Statistical support

Challenges

- Orientation of new Assessment Council members
- Orientation of new Directors to supporting assessment
- New position responsibilities for coming year
- New software implementation, Compliance Assist

Possibilities

- Development of strategic plan for division
- New person and position in the office and ensuring development
- Teagle scholar position
- Global Learning Initiative
- Compliance Assist software

Student Affairs Research and Evaluation Departmental Assessment Report
2010-2011

Date: September 13, 2010

Department: Student Affairs Research and Evaluation

Director: Rebecca A. Sanderson, PhD

Assessment Contact: same as above
 Email: Rebecca.sanderson@oregonstate.edu
 Phone: 541-737-8738

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

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

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

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

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

>>**Results –** All plans and reports were reviewed first by Assessment Council teams and then by the Director of Student Affairs Research and Evaluation. A rubric developed for this purpose was used to examine the plans, take notes, and develop themes for use in conversations with Council members and unit representatives over the course of the next year. Table 1 at the end of this report contains a summary of the observations, themes, etc. derived from this review by both Council members and the Director.

>>Generally, there was a noticeable difference between plans/reports written by veterans (i.e., personnel who have consistently been working with their units over time around assessment) versus those written by novices (i.e., personnel or units who have not consistently been involved in assessment work and/or reporting their work over time.) As expected the veterans produced reports and plans that showed development over time, intentionality in use of the data, and use of information that was clearly meaningful to them in assessing student learning and program

effectiveness. The novice group was more "hit and miss" in terms of their work. While a plan might show some promise, often it was not followed and no report was submitted thus it was unclear whether or not there had been any follow-through on the plan. This was most often the case with novice assessment work. Additionally two units elected not to have their plans reviewed. In each case, there was significant room for improvement in language, style, measureable outcomes and methodology. Because they elected not to be reviewed, no feedback has been provided to these units so the chance of improvement in the coming year is minimal.

As expected, those that have consistently participated, been involved in having their plans reviewed, and working to improve have become better at assessment, better at seeing how students have learned from their efforts, and more sophisticated in the questions they are asking.

Those who have been episodic in their participation or who have assigned the unit assessment work to a graduate student continue to struggle, have shown no improvement in their reports/plans/assessment work and have little to document student learning.

Decisions/Recommendations – Continue to support and nurture those who are making consistent effort to improve and documents student benefit and learning from their programs and services. For those who are less inclined to participate in these efforts consistently over time, work with the department heads to encourage their involvement and support.

Because some of these units send their graduate students to SARE to be trained to do the assessment in their unit, be clear that is not the role of SARE to substitute for the departmental training that is needed in order for the graduate student to fully understand what is important to assess in the unit. Using the assessment software, etc. is something that SARE will assist with and train personnel to use. The content, etc. is the purview of the unit which should conform to the language of assessment, format, etc. as determined by the Student Affairs Assessment Council.

An area that all units can use some help with is in reporting on their assessment methods, results and decisions. A fuller examination of how data is analyzed and what specific measures are designed to measure is needed. Fuller discussion of these areas will occur in the Assessment Council meetings in order to help members to better articulate these areas in their plans and reports.

This information was shared with the Vice Provost as well as others via an annual report that was posted on the web. Additionally this was provided to assessment council members for discussion, etc.

Outcome B (learning) - Assessment plan/report reviewers will be able to identify assessment plan/report components and the elements needed for each component to meet the rubric standard of "MET."

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

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

Results – Assessment plans and reports were reviewed by teams of Assessment Council reviewers and feedback was provided to the unit that submitted the plans/reports. The Director of SARE then reviewed the plans/reports as well as the review rubrics and comments provided by the Assessment Council reviewers. The purpose of this was to determine how well reviewers were able to provide feedback and suggestions related to the expectations set forth in the rubric used for reviews.

Table 2 below provides a summary of the review of the reviews. Overall the reviewers did very well in reviewing plans/reports and offering suggestions/complements as needed and appropriate and consistent with the rubric for feedback. In all areas only a few very small errors seemed to be made based upon the written documents that were provided. For example in the Mission area, 94% of reviews provided consistent feedback according to rubric definitions; 6% were mostly consistent (n = 17). This translates into only 1 plan and 1 area that was mostly consistent rather than fully consistent. Given that in some cases, we had novice reviewers, this is a great success.

There are really only two areas that may need some additional conversation/education/practice. These are the same areas that are reflected as areas in need of improvement for all plans and plan writers: Assessment Methods and Results. While the vast majority of comments/suggestions and ratings were consistent with the rubric definitions/criteria, these are also the areas that seemed to provide the most difficulty for plan writers/reporters. All reports could do better in reporting their results/findings and how they made meaning of them.

Decisions/Recommendations -

Overall the results of the review of reviews demonstrated great success in providing ratings, suggestions, etc. which are consistent with the rubric definitions, etc. Reviewers are to be commended for their work and conscientiousness!

Areas that might be improved both in reviews as well as writing of reports were in the assessment method and results sections. While better than in some past years these two areas seem to remain the most difficult for most reports.

This information was shared with the Vice Provost as well as others via an annual report that was posted on the web. Additionally this was provided to assessment council members for discussion, etc.

Further discussion and potential educational efforts should be considered for future council meetings.

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

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

Table 1

<table>
<tr><td colspan="4">SUMMARY--Review of All Assessment Plan/Reports That Were Submitted 2010-2011
Rubric (Review by Assessment Council and Rebecca) FY 2011</td></tr>
<tr><td colspan="4">Unit Reviewed: 17 assessment plans/reports were reviewed, 2 more were submitted but not reviewed</td></tr>
<tr><td></td><td>Criteria</td><td colspan="2">Comments/Themes/Strengths/Areas for Improvement</td></tr>
<tr><td>Mission</td><td></td><td align="center">Veteran Plans/Reports</td><td align="center">Novice Plans/Reports</td></tr>
<tr><td>Purpose</td><td>The who, what, why of your constituents; Is aligned with OSU mission.</td><td rowspan="3">Some mission statements a little long but improving over time with more focus and clarity. All are enduring.</td><td rowspan="3">Mission statements a little long and not necessarily focused though likely are enduring but not very clear. Need to capture the essence of the organization—why it exists.</td></tr>
<tr><td>Clarity</td><td>Succinct and clearly understood.</td></tr>
<tr><td>Enduring</td><td>Conveys essence and focus of org; foundation for the work; Long lasting.</td></tr>
<tr><td>Goals</td><td></td><td></td><td></td></tr>
<tr><td>Purpose</td><td>Goals related to mission; Unit core duties.</td><td rowspan="3">Generally goals are well written, clear, enduring and fit with mission.</td><td rowspan="3">Goals are confused with a "to do" list for the most part. Some are enduring but mostly are task oriented. Often too many goals given.</td></tr>
<tr><td>Clarity</td><td>Broad statements of what unit is trying to accomplish; Clear to others outside the unit.</td></tr>
<tr><td>Enduring</td><td>Broad statements capable of spanning multiple years.</td></tr>
</table>

	Criteria	Comments/Themes/Strengths/Areas for Improvement	
		Veteran Plans/Reports	**Novice Plans/Reports**
Learning Outcomes			
Clarity	Specific, detailed action statements; congruent with goals	Sometimes may have too many learning items in one outcome. Some help with wording is needed for some.	Generally a to do list overall, combined with operational outcomes. Need assistance with language of outcomes in order to make them measureable. Mostly lacking learning outcomes.
Measurable	Able to provide evidence of edu benefits; observable		
Useful/ Meaningful	Able to guide decision making; Are learning centered not teaching or satisfaction centered.		
Operational Outcomes			See above-outcomes typically operational rather than learning. May need some help with re-wording so that it is an outcome rather than what the unit is going to do.
Clarity	See above		
Measurable	Provides evidence of operational benefit		
Useful/ Meaningful	Operationally centered		
Assessment Methods			
Aligned	Methods linked to specific outcomes; criteria for meeting outcomes identified.	Sometimes difficulty in articulating exactly what methodologies will be used, method selection and use. Also methods sometimes confused with strategies for delivering the outcomes. Fuller descriptions needed of methods used: what questions were asked of focus group, who made up the focus group, how many, who facilitated it, how was the data collected and analyzed?	Difficulty articulating specifically what methods will be used for the assessment, vague, or ill-defined. Lacks multiple methods and lacks criteria for success. Often did not include instrumentation so no way to assess appropriateness.
Appropriate	Multiple methods used; direct methods for assessing learning; methods used is logical choice for measuring stated outcomes.		

- Methodology needs to be laid out better so that the instrumentation is visible but also an explanation of what is hoped to be gained from using this method. What questions are key and will be answered with this methodology?
- Need to work on multiple methods so can triangulate and also need to analyze all the data that is collected—otherwise don't collect.
- Why was this time of year chosen to administer the survey? Why every year? What changes year to year—if there are none then why continue to give the survey?

	Criteria	Comments/Themes/Strengths/Areas for Improvement	
		Veteran Plans/Reports	**Novice Plans/Reports**
Results			
Analysis	Congruence between the type of data collected and the data analysis	Most need fuller explanation of how meaning was made of raw data. What analysis was done? Most need fuller explanation of response rates, description of sample, etc. What is seen in the data and what data backs up that interpretation?	Little reported here in terms of results or whether/if analysis was conducted. Need to articulate what was done with the data to make sense of it.
Interpretation	Results interpreted in the context of improvement; Data interpreted within appropriate scope (generalizability, return rates, sample described, etc.)	Either here or in decisions below there needs to be more synthesis of information. Further explanation of what it means, how it will be used, what it means to the unit, etc. as a whole rather than merely program to program.	
Sharing	Results and interpretations are shared; Results describe when, how, and what was shared	Charts/graphs good but also need the narrative about what it means—what the interpreter(s) are making of the data.	

- The results section should have a clear set of statements about how the data was analyzed and what meaning was made of it. Having a set of tables or raw data does not tell what sense was made of the data. Need to have a narrative to point out to the reader what is important and what the table or chart says—what it means and why that is important.

	Criteria	Comments/Themes/Strengths/Areas for Improvement	
		Veteran Plans/Reports	**Novice Plans/Reports**
Decisions/Recommendations/Sharing			
Decisions	Describes conclusions and decisions drawn from assessment data	Need better avenues of reporting back to constituencies—across division and within units. For those that give a good description of the meaning they made of the data, was easy to follow decisions and how they arose from the data.	Often no decisions reported or how data was used in unit to make improvements.
Intended Actions	Describes intended actions for improvement based on evidence.		
Communica-tion	Shares assessment decisions and actions with unit personnel and other relevant constituents.		
Process Reflection	Evaluates appropriateness of: target group, instruments, process, defines refinement of assessment process		
Continuation/ Follow-up	Sets tentative timeline to assess impact of actions implemented		

Comments:

- Reviews and plans from veterans done very well. A few issues with methods and results but overall done very well.
- Novices, those who have not participated or who assign to a grad student each year are not done as well and seemingly are less meaningfully done. Needs consistency of effort and some consistency of personnel.
- Some reports have too much context that the report/plan are lost in explanation.
- For large departments with multiple outcomes/programs, etc. there is a need to work both horizontally across programs as well as vertically within a program/department.
- Overall plans and reports done well by veteran assessment reporting units. As expected however, those with intermittent involvement share common problems of language, differentiating learning from other kinds of outcomes, selecting and implementing appropriate assessment methodologies and writing up the results, closing the loop.
- Data gathering and analysis (making meaning) are areas that likely need more work/sophistication but are progressing which is great!

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Table 2

SUMMARY--Review of Assessment Plan/Report Reviews by Assessment Council Teams-- FY 2011		
Date plan ready for review: **Date reviewed:** **AVERAGE Time to Review:** 2 months		
Components of Plan/Report	**Feedback Consistent (C)/Mostly Consistent(MC)/Not Consistent (NC)with Definitions**	**Comments/Themes/Strengths/Areas for Improvement of Review**
Mission *Purpose* *Clarity* *Enduring*	94% of reviews provided consistent feedback according to rubric definitions; 6% were mostly consistent. N=17	Most comments had to do with length of mission and whether or not the mission addressed the core reasons for the unit's existence/purpose.
Goals *Purpose* *Clarity* *Enduring*	88% of reviews provided consistent feedback according to rubric definitions; 12% were mostly consistent. N = 17	Most comments regarded either too many goals and/or the need to collapse into fewer goals. Enduring was not a problem. Purpose again around primary responsibilities of the unit.
Learning Outcomes *Clarity* *Measurable* *Useful/ Meaningful*	88% of reviews provided consistent feedback according to rubric definitions; 12% were mostly consistent. N = 16	Language and having too many learning items in one outcome occurred often in the reviews. Clarity and Measureable were the most commented on by reviewers.
Operational Outcomes *Clarity* *Measurable* *Useful/ Meaningful*	83% of reviews provided consistent feedback according to rubric definitions; 17% were mostly consistent. N = 6	Very few plans (6) had Operational Outcomes listed. These were mostly counting or either done or not done. Typically clear and measurable but wondered about meaningful.

- Novice plans had more difficulty with learning outcomes and tended to have more operational outcomes than more veteran writers. Reviewers were great with regard to the above elements and seemed to offer very helpful suggestions that were on target.

	Feedback Consistent (C)/Mostly Consistent(MC)/Not Consistent (NC)with Definitions	Comments/Themes/Strengths/Areas for Improvement
Assessment Methods *Aligned* *Appropriate*	76% of reviews provided consistent feedback according to rubric definitions; 24% were mostly consistent. N = 17	This is an area that many struggle with in terms of writing out the method beyond the instrumentation. Suspect this and the Results section below could use some additional education for reviewers and writers of plans/reports.
Results *Analysis* *Interpretation* *Sharing*	77% of reviews provided consistent feedback according to rubric definitions; 33% were mostly consistent. N = 13	Because of scant reporting of assessment methods, difficult to assess results. This is compounded by little explanation of analysis or meaning making of results.
Decisions/ Recommendations/ Sharing *Decisions* *Intended Actions* *Communication* *Process Reflection* *Continuation/ Follow-up*	100% of reviews provided consistent feedback according to rubric definitions. N = 11	Some of this is difficult to comment on as some units need to work not only vertically per program but also horizontally across programs that seem to be delivering the same outcomes or similar ones.

Comments:

- Overall reviews done very well! Where mostly consistent there were just one or two comments that didn't seem consistent. Interestingly there was no consistent theme for these.
- Reviewers that provided suggestions that were concrete seemed to have clearer communication with novice plan/report writers.
- Reviews are getting more consistent over time and faster.

Timeliness of Review		
One month or less	5 = 1 month 8 = 2 months 3 = 3 months 1 = 4 months	Average time to review was 2 months which was an improvement over the previous year. Range was 1 month to 4 months.

- Reviewers continue to provide excellent feedback to plan/report writers. Generally their comments are right on target, supportive, and encouraging. Unfortunately, often the reviewers spend more time reviewing a plan than some departments spend writing the plan. These plans may need to be more consistently reviewed by personnel in the SARE office in order to allow Council members some relief from those who are taking their time with less investment than the reviewers.

Student Affairs Research, Evaluation and Planning
Departmental Assessment Plan
2011-2012

Date: September 13, 2011

Department: Student Affairs Research, Evaluation, and Planning

Director: Rebecca A. Sanderson, PhD

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Mission
The Student Affairs Research, Evaluation, and Planning Office provides leadership for the Student Affairs Division with regard to the development and implementation of assessment processes to produce a culture of assessment, continued improvement, and strategic planning in the Division.

> **Goal 1 -** Develop sustainable assessment capacity and structures in the Division of Student Affairs
>
> > **Outcome A (learning) -** Department/unit/alignment group contacts will be able to identify assessment plan/report components and demonstrate their use in an assessment report annually.
> >
> > **Method -** Review assessment plans and reports submitted to the assessment council for review and identify if all components are present and used appropriately (e.g., goals meet definition, learning outcomes, etc.). The plans/reports will be reviewed using a rubric and themes developed from the review regarding learning needs for continued improvement. Rebecca and Maureen are responsible for this assessment.
> >
> > **Implementation -** Review of assessment plans will occur during the summer and after all plans/reports have been reviewed. Use of the rubric developed in FY 2009-10 will be used again.
> >
> > **Results –**
> >
> > **Decisions/Recommendations/Shared with -**

Outcome B (learning) - Assessment plan/report reviewers will be able to identify assessment plan/report components and the elements needed for each component to meet the rubric standard of "MET."

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

Implementation - Rubric was developed two years ago and will be implemented again in the summer after all plans have been submitted and reviewed by Assessment Council.

Results -

Decisions/Recommendations -

Goal 2 – Create and document systems and processes to support and move forward the Division of Student Affairs strategic plan.

Outcome A (operational) – Develop and implement systems for tracking, documenting, and reporting division-wide strategic planning.

Method - Successful accomplishment of this outcome will be the development and implementation of electronic tracking and documentation of the division strategic plan in Compliance Assist

Implementation - . Rebecca and Maureen are responsible for this assessment.

Results -

Decisions/Recommendations -

Goal 3 - Coordinate and communicate Student Affairs' university-wide research, evaluation, and planning activities.

Outcome A (operational) – Create communication that ties Research, Evaluation, and Planning Office national survey results to actions taken by OSU in response to the student voice.

Method - A communication method will be established whereby information regarding decision-making based upon data supplied by the office will be shared with Research, Evaluation, and Planning Office.

Implementation - Rebecca and Maureen are responsible for this assessment.

Results -

Decisions/Recommendations -

Appendix A

Oregon State University
Division of Student Affairs
Summary of Decisions Made/Actions Taken Based Upon Reported Unit Assessment Work
2009-2010

Oregon State University
Division of Student affairs
Summary of Decisions Made/Actions Taken Based Upon Reported Unit Assessment Work
2009-2010

The following table contains a summary of the decisions made and/or actions taken based upon the full cycle 2009-2010 assessment reports provided by Student Affairs Departments and Units.

Alignment Group— Department/Unit	Decisions Made/Actions Taken as Reported in the 2009-2010 Departmental Assessment Report
Student Life	
Dean of Student Life	• No report
Disability Access Services	• Developed a student employee handbook and distributed during the all employee staff meeting at the beginning of 2010-2011 • In response to student employees, implemented cross training programs so that students could better understand Disability Access Services beyond the area in which are directly involved • Made computer assistance more available for students by setting up a computer for training in the lobby area so DAS students could better learn to use the database software • In response to students, DAS created and posted on their website a series of scripts to be used as templates for students to use in conversation with faculty.
Career Services	• Incorporate Clifton Strengthsfinder into training, professional development and supervision of undergraduate student employees • Graduate students, who supervise undergrads, will also incorporate the Strengthsfinder into their development as well as that of their supervisees • With the incorporation of this instrument into the training/development, the feedback process may be more closely tied to on-going feedback rather than just once per year. • Results of work with internship coordinators, employers and others across the campus interested in expanding internship offerings and participation as well as assessment information were used to inform and support the initiative to have a more centralized internship system that internship systems that departments have, employers and students can all easily access. • Increase web presence in social media with interaction features—Person has been hired to increase the web presence of Career Services. • Revise assessment plan to narrow the scope so that we increase the changes of really getting it done. Focus will be on a strategic goal and making the plan manageable.

Alignment Group—Department/Unit	Decisions Made/Actions Taken as Reported in the 2009-2010 Departmental Assessment Report
Student Conduct and Community Standards	• Revision of assessment outcome and methodology to take advantage of change of location of office to correspond to where students end their orientation sessions. • Continue web-based training for faculty and staff on working with distressed or disruptive students and to see if a different communication method will increase traffic to this web video presentation. • Add some measurement of faculty learning from the programs on distressed/disruptive students. • Advocate (new software system) has had some problems which seems to be due to insufficient download from Banner. SCCS will identify the missing fields and then work with OSU and Advocate software techs to resolve the problems.
New Student Programs and Family Outreach	• NSPFO will launch an external review of their orientation programming in the summer of 2010 to assess their program. Results of the review will be provided and will be used to make recommendations/changes to the program in order to increase the effectiveness.
Health and Wellness	
Counseling and Psychological Services	• Collaborate with the Clinical Services Committee to move away from the current outcome and satisfaction survey and begin using the K-PIRS for fall 2010. We are still analyzing the data even though we will not be continuing to use the outcome and satisfaction survey. They plan to report on the analysis for the outcome & satisfaction survey in the 2010-2011 report. • The outreach committee needs to create an evaluation process of learning for the various outreach programs. By December the assessment committee will evaluate where assessment efforts are with outreach program leader. • Move into a model that captures learning outcomes or evaluates effectiveness of the outreach to the underrepresented groups. Due to the low numbers with the NAL, APCC and BCC we recommend further needs assessment of student staff and users at these centers. • A few questions should be included in the new outreach evaluation form that focus' on satisfaction of outreach and/or the delivery of the outreach. • This program was actually geared for faculty/staff however due to 69.1% student staff (RAs) vs. 16% of faculty/staff taking the on-line assessment the CAPS lead person, on this project decided to discontinue using this program until it catered to student populations. If the in-Kognito developers create a student focused training CAPS will revisit offering in-Kognito training. • Collapse Goal 4 into Goal 1 and 2 due to training not being separated out in our new mission statement and values.

Alignment Group— Department/Unit	Decisions Made/Actions Taken as Reported in the 2009-2010 Departmental Assessment Report
Recreational Sports	• The Associate Director for Business and Operations monitored changes in this area (effectiveness of programs, services and facilities). Uncountable modifications were made throughout the process based on the feedback and questions received including: invoice processing, development of position descriptions, handling mail, etc. • Share this information (re: employee learning: supervisors' pedagogy) with the new Chair of the Student Employment Committee and ensure that corrections are made in the delivery strategy for this material. If supervisors are asked to deliver the material, take extra precautions to prepare them in both pedagogy and content. Require that learning outcomes are distributed to participants and covered in the curriculum. • This information (re: employee learning: customer service) was shared with administrative staff in a Fall meeting. Due to a reorganization of the Student Employment Committee this year, staff training did not intentionally highlight customer service, so there was no demand for the information in the Fall. Data was not analyzed and specific findings shared until January 2011. At that time, an email was sent to all supervising Admin staff, inviting them to consider the fact that not all students felt competent to apply their learning in all areas. Coincidentally, the area of the department (operations) that has the most employees has implemented a shadow-shift method of training, which specifically lists and tests each essential job duty. Recreation Services has implemented something similar. • Other training content still takes priority over injury documentation during employee orientation, so the Safety Coordinator will continue to monitor proper completion of injury report forms and provide feedback to staff on their success. • This information (re: participant learning: connectedness) was made available to the 2010 RecNight planning team. That team decided to focus plan an agenda to maximize fun and to maximize opportunities to engage with others.

Alignment Group—Department/Unit	Decisions Made/Actions Taken as Reported in the 2009-2010 Departmental Assessment Report
Student Health Services	• The assessment committee will share the results of this question (learning goal: 60% of students will indicate that the utilization of SHS has contributed to their academic success) with the SHS staff at our fall inservice week. A sub-committee will meet to devise a plan to promote and enhance SHS contribution to student's academic success. The topic will be restudied spring 2011 with the internal survey. • We will continue monitoring this outcome (learning and service goal: 80% of Clinicians and Registered Nurses will document patient education during the visit) through our peer review process. • "(Re: Learning outcome: 90% of students surveyed will state they understand what they need to know about their OSU sponsored health insurance) • In general, the sample of respondents (10 students for each survey) was too low to truly measure the satisfaction of the insurance plans. We will do another short written survey in the fall with a larger sampling (100) to better determine satisfaction and understanding of the plans. • The Insurance staff will ask more questions to determine if domestic and international students understand the coverage and procedures. Some of the problem may stem from the fact that we have a large number of international students who do not understand insurance policies in general when they come to the U.S. For the Domestic students on the Aetna plan, the areas of concern were that only half of them knew how the services would be reimbursed and how to find providers. We will explain those issues in detail and ask for verbal confirmation of their understanding. We will try to spend more time letting them know what services are covered and about payment deadlines also. The International students on the Aetna plan understand the insurance policy and procedures the least of all students. Most are not accustomed to paying for and/or using insurance when coming from another country which does not use insurance. The insurance terminology is difficult to explain along with the language barrier which adds to the misunderstanding of what services are covered, how they are reimbursed, how long it takes to be reimbursed and how to find providers. The SHS Insurance staff will continue to be patient and use simple explanations, as well as ask questions of the students to determine the level of understanding. We do refer them to the web site with the hope that their understanding of the written language is better than their spoken language. • There are departments within SHS that report a lower frequency of staff who are able to participate in outside professional development opportunities. One challenge that persists is time availability for the staff to be able to engage in these opportunities. Recommendations would for department heads to assess any source of conflict and identify solutions to help provide a means for staff to be encouraged and able to participate.

Alignment Group—Department/Unit	Decisions Made/Actions Taken as Reported in the 2009-2010 Departmental Assessment Report
Student Health Services (continued)	(Re: learning and service goal: 85 % of staff will participate in at least three health related continuing education sessions within SHS and will indicate they learned at least 1 piece of information at each CE.) It is encouraging that staff are reporting learning something relevant at each CE they attend. Some room for growth is in increasing the percentage of staff who are able to take advantage of the CEs offered in-house. Encouragement from department heads and addressing any conflicts in being able to attend may help increases staff attendance. - Recommendations are to continue to provide numerous opportunities for staff to participate in diversity development through department meetings, staff trainings, conferences, workshops, and CEs. (Re: Learning goal: The Every 1 Sexual Violence Awareness Peer Educators will be able to use effective speaking skills to deliver information about sexual violence prevention to various audiences.) A recommendation for next fall is to provide opportunities for the peer educators to present on their own to ensure there is staff to complete the rubric. (Re: Learning goal: The Every 1 Sexual Violence Awareness Peer Educators will be able to describe in their own words resources, referral sources available to assist survivors and friends of survivors.) A recommendation for next fall is to provide a more flexible tracking procedure. (Re: Learning outcome: The Every 1 Sexual Violence Awareness Peer Educators will be able to describe in their own words strategies and methods to prevent sexual violence.) The presentations the Every1 members provided were scripted. A recommendation for next year would be to increase the amount of presentations the students complete to attempt to increase their comfort in adapting the information to fit their own style. (Re: Learning outcome: The Every 1 Sexual Violence Awareness Peer Educators will be able to manage and facilitate conversations/disruptions that occur in presentations.) A recommendation for next year is to both increase the number of presentations the Every1 members are facilitating on their own and to spend time during H199 Sexual Violence Prevention class and other trainings preparing the students to present publicly. (Re: Learning outcome: 80% of students completing the IMPACT CLASS will be able to accurately state common OSU alcohol norms. Result: 60%) Revisit this goal in the coming year to determine if setting a higher threshold would be more beneficial. (Re: Learning outcome: 80% students completing the IMPACT CLASS will be able to state rates of metabolism of alcohol.) It is recommended that the percentage of students who can correctly identify the rate of metabolism of alcohol be increased to 90 percent.

Alignment Group—Department/Unit	Decisions Made/Actions Taken as Reported in the 2009-2010 Departmental Assessment Report
Student Health Services (continued)	• The 3rd Millennium on-line alcohol course consistently reports an increase in student learning. It is our recommendation that the IMPACT program continue to utilize this program, as the increased learning is believed to be correlated to a 25% reduction in the amount of alcohol consumed post on-line assessment by IMPACT students. • Continuing to track leadership growth and how that realized within each student involved with PHA is recommended. • Recommendations are to continue to provide opportunities for students to lead and assess their development each year.
Memorial Union	
Memorial Union	• All units within the Memorial Union now have established training plans and assessment of skills learned for their student employees. While each unit has specific skills related to the position, all incorporate universal skills including communication, interpersonal competences, critical thinking and active citizenship. Each unit now has a defined educational process that all student employees go through for their unit. As student employees become proficient in their position, they work with other students to share what they have learned. This challenges students to find ways to effectively communicate what they have learned to others, the proficiencies they have learned in their position, to analyze the skills they have learned and pass them on to fellow students. • Review and assessment of student learning is varied from unit to unit, but all do include supervisor's observation and use of matrix to identify student progress. All student employees received progress reviews at regularly scheduled meetings. In addition, outside training and/or evaluation takes place in several areas: Food Handling License; Banner Certification; FERPA Certification; First Aid Certification; OUS Cash Handling Training; OSHA Safety and Health Rules; MSDS & Chemical Handling Training; Personal Protective Equipment Training • Results from the student training have been used by supervisors to provide continual adjustments and improvements to their training programs. The whole department has benefited from supervisors organizing and sharing their training in both time and resources. Different units are not doing training together which builds closer ties between units as well as saving resources. The MU will continue to build upon this educational program for student employees.
Student Leadership and Involvement	• No report

Alignment Group— Department/Unit	Decisions Made/Actions Taken as Reported in the 2009-2010 Departmental Assessment Report
Student Media and Peace Jam	• Using information gathered from the survey a university media group evaluating our program and the trends in media concluded that we should integrate the news and photography aspects of all student media at OSU to create a leading program to act as a model for other universities. The group of students, staff and faculty recommended a cross platform training for students from various media in order to allow the inclusion of various methods of story telling for all our media. • Students recommend that we bundle advertising/underwriting for all student media where possible. Students and faculty will continue to work together to develop plans for creating a means of media integration. • Create an advisory board of media professionals to help the department to continually upgrade its direction and make sure that it is keeping up with trends in professional media, to offer critiques of student work, internship opportunities, field trip visits for student groups and presentations on campus to student media students and others interested in media • Upgrading of the cultural awareness educational component for all of student media; improved structure in the NMC practicum course offered to about 150 students each term through the various media; organized, uniform, annual training for student media leaders that incorporates both hands-on media basics across platforms as well as budget, legal, personnel and other management issues. The group determined that to evaluate business and content needs for the campus audience a survey is needed. The group worked with the College of Business and a survey will be done winter 2011 by an upper division survey class to look at media use by OSU students. • It was determined that we did not have the expertise to lead focus groups and that it would be better to do the survey and see exactly what questions we needed answered in more detail before investing in professionally conducted focus groups. The group will wait for survey results before deciding whether or not to proceed with focus groups. • Find ways to have a news, sports and photography department that produces work for broadcast, newspaper, yearbook and web. Create a professional advisory board. Hold media summits every other year to continue to build relationships with professional media and expand our understanding of changes as they happen in media.

Alignment Group—Department/Unit	Decisions Made/Actions Taken as Reported in the 2009-2010 Departmental Assessment Report
Student Media and Peace Jam (continued)	• Continue to offer Media In Community seminars at least twice a term as a requirement for NMC 409 completion. Offer fewer alternatives to the planned group sessions and have the group sessions be directly related to media. Make the emphasis heavily upon the influence that media can have on community and the need to understand various cultures and diversity in order to adequately tell the stories of our community. We will strive to engage students interactively in these sessions wherever possible. • Create a survey of students to see how effective they find the syllabus and for TV whether they feel that the point system is fairly executed. Get feedback from student leaders to see if they feel the work that they do monitoring student participation requires more than it should from student leaders and get suggestions for other ways to track the data if needed. Determine a consistent method for evaluating learning outcomes for all the learning outcomes outlined on the syllabus. • The Media In Community seminars are an introduction to understanding influence and the ability for the media to inadvertently create harm. In order to engage our students in media designed to improve understanding and the community climate, we must first work on improving their basic reporting, presentation, interviewing, researching and video skills so that they are in a better position to tackle sensitive topics and influence understanding. • Training and opportunities for growth in media knowledge must be coupled with opportunities to collaborate with various populations on campus and awareness of issues that impact the campus and its students. The recommendation is continue the MIC seminars, build basic skills training, create better leadership training and continually provide story ideas that ask students to think about issues of community and diversity. • 2010-2011 capture the evaluations from the Barometer seminar participants to judge effectiveness for those students. We could ask students to follow-up their summary with a description of some decision they made around media that reflected the knowledge they gained in the seminar. • Continue to set questions and ask for reflection writing following the Media in Community Seminars. Create exit interviews for editors, managers, producers, sales and other staff to capture what they learned and how and to see how we might more purposefully influence that learning. Develop ways to help student leaders measure the learning and growth of the students they mentor so we can help them more purposefully influence that learning. Look at options for creating something like a mentoring check-list or guide.

Alignment Group—Department/Unit	Decisions Made/Actions Taken as Reported in the 2009-2010 Departmental Assessment Report
Student Media and Peace Jam (continued)	• The current education plan raises awareness but is not in-depth enough to move students to a place of action. Teaching students methods for covering controversial issues and helping them do news coverage that looks at root causes of social problems, rather than the symptoms and methods used to patch them takes a more sophisticated understanding of news presentation than the vast majority of Student Media students have as a base. We need to find ways to help students connect the detailed information they gain in upper division classes with their approach to news gathering. We also need to help them connect the concept of building community and contributing to the campus discourse beyond their roles as journalists. Through the arts and music and fictional programming as well as news, students should be aware of their role as the student voice on campus, striving to attract a diverse audience and work from diverse groups. • The first step in this process is to give them a grasp on the basics around the creation of media from writing to technical production while instilling in them an understanding of the power every form of media has to influence and the need for them to use it responsibly. Create a training introducing awareness of legal and ethical issues as well as basic reporting and production. We should bring in well-respected media producers from news to comedy. In our daily interactions with students we need to engage them in discussions around being purposeful in creating content for their publications and productions. When we do critiques of publications and productions we must be sure to mention what is missing in terms of coverage, diverse voices or topics as well as calling attention to positive inclusion or insensitive references. We could create an award for students who bring in diverse voices when covering stories or creating programming.

Alignment Group—Department/Unit	Decisions Made/Actions Taken as Reported in the 2009-2010 Departmental Assessment Report
Vice Provost for Student Affairs	
Vice Provost for Student Affairs	• Made sure the CCB survey instrument directly addressed the published goals of the NCBI International Welcoming Diversity workshop • Created CCB Welcoming Diversity workshop learning outcomes from the NCBI International goals and have integrated them into the workshop advertising as well as threaded them through the delivery of the Welcoming Diversity workshop. • Created new pre- and post- survey questions for 2010 from the learning outcomes (Survey Q.1-7 speak to these learning outcomes). At the end of each survey question a number or series of numbers reference the CCB related learning outcome(s) in part or whole (The numbers "1-6" indicate the primary learning outcome to which each correspond). Other targeted questions were added as a way of helping us better understand participant self-reported shifts in awareness, understanding, learning and willingness to take action (Q.8-11). The post-survey carries three additional questions that rate an overall level of workshop satisfaction/appreciation (Q.12). It is our hope that Q.13-14 will help us begin to look at the usefulness of the "Building Community: an introduction to the NCBI model" presentation as it relates to the way in which one is able to participate in the Welcoming Diversity workshop. • Survey response categories (for web-based data collection on iPod Toucehs) were re-defined to provide options that are progressively logical and less ambiguous. • The decision was to include demographic information on the registration form rather than iTouches in order to keep pre- and post- survey as brief as possible and anonymous. • Feedback, in part, led to the creation of the "Building Skills to Effectively Interrupt Prejudicial Behaviors" workshop in 2009 as well as other sessions discussed later in this report. • We are satisfied with the findings of the 2000-09 Welcoming Diversity pre- and post- surveys. We have more than met our original expectations as described on page 2 under "Why Create a Survey and Collect Data?" and will continue to collect, make sense of and use data as we move us forward in the future

Alignment Group—Department/Unit	Decisions Made/Actions Taken as Reported in the 2009-2010 Departmental Assessment Report
Research and Evaluation	• More training and consultation are needed with novice plan developers in order to assist them in becoming more focused in terms of mission and goals. Since the outcomes are derived from the mission and goals having clarity and focus in those two areas is important. Learning outcome wording is often confusing however, when outcomes are worded in observable and measureable terms, it makes the selection of method and the development of tools easier. Likewise it makes interpretation of results easier when the outcome has been established. Developing two workshops/educational sessions for novices and then another one on Reporting results, etc. may aid in moving some units to greater assessment capacity. • "The Assessment Council will need to discuss the timeliness of our reviews and providing feedback to units. Most reviews took 3 months or longer to occur. Our goal is to have all reviews completed within a month of receiving the plan/report. For the next round of reviews, we have limited the review team to two members which should help in scheduling the review meetings. Units will also need to make these meetings a priority as well. • Some areas need some work with individual teams to ensure that the feedback provided is accurate and on-target. However, since the vast majority of reviews were done well and with few or no errors, this is only a slight problem and one which will be easy to resolve with additional consultation with those team members. • We will continue to utilize the ITouch technology for data collection. We will continue to document, address, and resolve any issues that manifest. Usage and issues will be reported to the Assessment Council at regular intervals. Use of iTouch technology will continue to be a training issue. • We will continue to work with Community Network Services to fix the permissions (calendar access) issue with a goal of having this fixed by September 2010. In addition, we will continue to encourage units to utilize the calendar to assist with coordinating assessment measures and provide periodic training and follow up training when necessary. Further, the results of the assessment calendar utilization will be reported to the assessment council during a regular council meeting. The instructions will be added to the website.

Alignment Group—Department/Unit	Decisions Made/Actions Taken as Reported in the 2009-2010 Departmental Assessment Report
Enrollment Management	
Assistant Provost office	• EM department heads contributed to the development of a shared responsibility rubric to aid them in working together better as a team. This rubric was used in staff meetings by sharing their self-assessments and then talking about how they could work better together by both holding themselves accountable and being willing to hold other members accountable. The unit will continue to use the rubric to identify challenges and successes.
Financial Aid Office	• Created a dashboard to give department a good application and award trend picture—also allows them to see how critical award influencing factors are affecting the award process. Further it provides a good picture of where the office is in awarding at a point in time and allows FA to judge how they are doing when compared to previous years and whether the influencing factors are larger or smaller in the current academic year. • Created a second dashboard to check status of various award funds and their disbursement status. The statuses are Offered, Accepted, and Paid with the dollar amount for each. The dashboard then has the status in percent and with number of students for the current year and the past year. This dashboard is examined at least once per week but can be generated more often during critical award periods.
Office of Admissions	• None
Registrar's Office	• No report
Pre-College Programs	• No report of decisions made
Intercultural Student services	
Intercultural Student Services Office	• No report
Diversity Development	• No report
Women's Center	• No report
LGBT Services and Outreach	• No report

Ujima Education Office	• No report
Casa Latina/o de OSU	• No report
Indian Education Office	• No report
Asian Pacific Islander American Student Services	• No report

Student Affairs Research and Evaluation

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