

**Oregon State University
Division of Student Affairs
Summary of Decisions Made/Actions Taken Based Upon Reported Unit Assessment Work
2008-2009**

The following table contains a summary of the decisions made and/or actions taken based upon the full cycle 2008-2009 assessment reports provided by Student Affairs Departments and Units.

Alignment Group— Department/Unit	Decisions Made/Actions Taken as Reported in the 2008-2009 Departmental Assessment Report
Student Life	
Dean of Student Life	No report submitted
Disability Access Services	<ul style="list-style-type: none"> • Due to the success of the proctor training session as measured by a written test of procedures and observation of proctor behavior following the training this training session will be continued as a required part of the student position. Further more emphasis will be placed on aiding student proctors in managing boundaries with students they have proctored for but who they meet outside of the proctoring session. Also, additional role-playing scenarios will be implemented which help proctors to manage their own feelings of being the “bad guy” when they insist that a student test taker follow the instructor or DAS testing procedures. • More information and perhaps a methodological change are needed to assess the degree to which DAS students are able to use the on-line database to request and monitor their accommodations. Further study will include interviews with DAS students to determine use, ease of use, how students use the database, when, etc. From these interviews DAS staff will make a determination about how to proceed.
Career Services	No report submitted
Student Conduct & Community Standards	<ul style="list-style-type: none"> • Continue the in-person Academic Integrity Seminar as this was more favored by students than was the proposal of an on-line seminar. Further, continue the reflection portion of this seminar with homework and follow-up meeting with conduct officer. Students also indicated that it was helpful to them in the seminar to hear other students talk about what happened and it was also very helpful to have the instructor help them work through the “shades of gray” issues of academic dishonesty. This practice will be continued and expanded somewhat in future seminars. • Based upon the results of a survey of faculty members, the following resources will be provided to them via the web: Video of the Distressed and Disruptive Student presentation, implementation of a list of “tips” addressing the most common challenges encountered by faculty and staff with regard to distressed and disruptive students.

New Student Programs and Family Outreach	No report submitted
Health and Wellness	
Counseling and Psychological Services	<ul style="list-style-type: none"> • Accreditation <ul style="list-style-type: none"> ○ International Association of Counseling Services—accredited for 8 yrs—next review 2012 ○ American Psychological Association Internship Program—accredited for 7 yrs—next review 2013 • Client improvement in skills to manage stress, mood, and/or interpersonal relationships <ul style="list-style-type: none"> ○ Clients reported positive change in the three areas ○ Committee decided to revise questionnaire for better clarity and specificity but will continue this method to assess client felt improvement ○ To ascertain if students are addressing in treatment those areas that are most important to them, further revision of the questionnaire will include questions addressing this area ○ Question that has arisen regarding student academic difficulties/struggles and to what degree these are being addressed in treatment, revised questionnaire will address this question area ○ Students highly satisfied with services at CAPS however three areas will be addressed in the coming year: cultural sensitivity, group counseling, using what is learned in counseling in other areas of life
Recreational Sports	<ul style="list-style-type: none"> • Learning from the assessment process <ul style="list-style-type: none"> ○ Staff and participants are two different target groups and need two different sets of learning outcomes ○ Seems to take at least 3 exposures to teach a concept to staff ○ Start with what is core to the department and its programs; then, write related learning outcomes ○ Continue to focus on learning ○ Look more closely at those students with whom we have prolonged exposure (i.e., student employees, student leaders) ○ Post selected assessment findings on the Rec Sports website ○ RS has an under-representation of female and first year student users—committee is working on strategies to increase use by these groups ○ RS succeeded in decreasing energy expenses which was a sustainability project ○ Redesign the RS website based upon user feedback ○ Sport Club Program leadership (students) has asked for consultation concerning their evaluation process ○ Focus group results used to define policy about who gets priority, for which spaces, for varying time blocks ○ Student Employment Experience Work Group of RS with input from students and staff are developing a student employee curriculum and learning experiences which will include

	<p>learning outcomes that will be measured</p> <ul style="list-style-type: none"> ○ Alignment of assessment with RS strategic plan, student employee learning experiences, and marketing messages focused on physical and social health
Student Health Services	<ul style="list-style-type: none"> • Accreditation <ul style="list-style-type: none"> ○ Commission on Laboratory Accreditation—passed with no citations ○ Accreditation Association for Ambulatory Healthcare Accreditation—passed for three years—next visit Fall 2010 • Peer Reviews <ul style="list-style-type: none"> ○ Clinicians: incorporate student learning into standard peer review form; next year peer review will focus on diagnosis ○ Nurses: incorporate student learning into standard peer review form; QI study involving specific learning outcome will be performed in the next year • Patient Education—has been an emphasis and improvements have been seen in student reports around patient education <ul style="list-style-type: none"> ○ Continue focus on providing patients with education about their illness ○ Continue focus on providing patients with home self-care information ○ Continue to focus on information about when to contact a clinician ○ Continue to focus on helping students to improve their condition and general health through lifestyle changes ○ Increase emphasis on student awareness of additional costs for some procedures/appointments and where to find that information on the SHS web ○ Increase work around helping students to connect academic success with healthy lifestyles ○ Continue to orient students to the patient portal and how to use • Clinical <ul style="list-style-type: none"> ○ Use liquid based pap smears as there is no significant cost difference and patient follow-up is simplified without needing to collect another cervical sample ○ Because clients reported more than a little pain associated with IUD insertion, clinicians are now using lidocaine with IUD insertion to diminish pain ○ Increase assessment of depressed patients regarding self harm risk and suicidal ideation ○ Increase CE offering for clinicians on assessment and treatment of Metabolic Syndrome • Pharmacy (conversion to electronic medical record) <ul style="list-style-type: none"> ○ Standardize prescription writing practices for Plan B, Nuvaring and birth control pills ○ Clinicians double check all fields for completion and check the sig for the number of tablets per dose ○ Pharmacy will review the prescription database and remove ambiguous products as well as revise prescriptions for birth control products to make them less ambiguous • Physical Therapy <ul style="list-style-type: none"> ○ Iliotibial band syndrome: new exercise handouts for patients were created, and a poster was

	<p>created for student to follow ding rehab that indicates where they are in the process of returning to running</p> <ul style="list-style-type: none"> • Health Promotion <ul style="list-style-type: none"> ○ Achieved 26,000 student contacts; continue outreach ○ The Third Millennium on-line course should be continued by the IMPACT program as results showed that students increased knowledge about alcohol and the associated behavioral health issues ○ Use a 30-day post assessment of the IMPACT Class and BASICS in order to gauge behavior change following these programs
Memorial Union	
Memorial Union	<ul style="list-style-type: none"> • Information from student employees from all the MU venues that have student employees used assessment information (gathered from direct observation, surveys, tests, etc.) to improve initial training as well as the continuous on-going training and feedback provided to these students • While most of the training is individualized per unit, results of a survey indicated that students did not have a very good understanding about how one units work effects other units. In order to help students make this link, additional discussion and training on this was implemented • Because of the extensive contact with students around organizational funds and spending, MU accountant staff provide training and support for these student accountants as well as student employees working in the office. This investment in effort will be looked at in the future to determine the influence of the effort on student learning in terms of accounting, money management, budgeting, etc.
Student Media and Peace Jam	<ul style="list-style-type: none"> • Development of a new syllabus for NMC 409 course that is aligned with NMC academic program learning outcomes—assessment to occur in 2010-2011 • Continue to submit student entries in regional and national competitions in order for students to receive media feedback on their work • Examine future of print media—college student newspapers • Adjusted circulation and delivery locations based upon delivery audit in fall and spring • Newspaper Institute for Minority High School Students <ul style="list-style-type: none"> ○ Students reported through focus group conversations and observation/evaluation of product and process that they had learned a great deal from this experience in terms of: college possibility, editing can be painful, must go beyond “good enough,” the importance of mentors, and the possibility of journalism as a career. ○ Implement another Newspaper Institute for Minority High School Students and make improvements based upon participant feedback ○ Apply for another grant from the Ethics and Excellence in Journalism Foundation

Student Leadership and Involvement	
Student Leadership and Involvement	<ul style="list-style-type: none"> Justice in Leadership Series: (focus of learning outcome assessment). The purpose of this workshop series for students who held leadership positions on campus (about 150 students) was to provide educative experiences to help with working with a diverse community, social justice, community development, and leadership. A variety of methods were used to assess the effectiveness of this program in its initial year. Decisions made concerning the program and student learning included: <ul style="list-style-type: none"> Improve facility choice for next year including sound equipment for large group experiences Increase small group interactions and intentionally aid students in developing cross-organization programming Use results of student self-report of learning to update program to emphasize more those areas in which students reported less learning—next year planning group will use these results Students reported that they were able to use skills gained in the fall conference during fall term and replicated that response for the winter retreat and the end of the year focus group JCL series will be continued into the next year with improvements. Assessment process for this series will also be improved by using more observational techniques vs. all student self-report Student leaders also reported their felt needs from the training and these will be incorporated into the on-going JLC Series: self-care, time management, public speaking, budgeting/finance, meeting the needs of my community, critical feedback, conflict resolution, facilitating meetings, and finding mentors.
Greek Life	<ul style="list-style-type: none"> Greek Life: engaged in a survey of Greek membership concerning needs. This information was shared with Sorority leadership. This group will use these results to develop learning outcomes for six indices of success: Belonging, Self-Worth, Diverse Interactions, Collaboration, Chapter Leadership and Personal Development
Vice Provost for Student Affairs	
Vice Provost for Student Affairs	<ul style="list-style-type: none"> Understanding Community through Service and Coalition Building (ALS 199) <ul style="list-style-type: none"> Continue oppression overview in morning session Continue use of travel time to service site for reflection and dialogue Continue to look for ways to assist students in making the connection between individual acts of oppression as well institutionalized oppression on community Reflection paper reviewers need to pre-score essays prior to meeting to discuss and finalize rubric ratings and this should occur within 60 days following the class
Research and Evaluation	<ul style="list-style-type: none"> Continue to 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

	<ul style="list-style-type: none"> • Poll units to see if they would: (1) want to meet with me to answer questions, consults, etc. and (2) poll assessment council members to see if specific topical workshops would be helpful to them and what that might be • Develop rubric for reviewer training and provide feedback to reviewers on their reviews of assessment plans and reports
Enrollment Management	
Assistant Provost	No report submitted
Financial Aid Office	Report submitted however no decisions/actions reported
Office of Admissions	No report submitted
Registrar's Office	No report submitted
Intercultural Student Services	
Intercultural Student Services Office	<ul style="list-style-type: none"> • Revise assessment plan to be more intentional and clear in specifically who, what, how, and when of assessment; determine if there will be one assessment plan for the department or if there will individual unit plans or some combination
Diversity Development	No individual unit report submitted
Women's Center	<ul style="list-style-type: none"> • Following a comprehensive program review, the Women's Center staff and advisory board will draft a new strategic plan • Revise the student learning outcome section of the report and pursue different methodology to measure • Initiate an international Women's Coffee Hour every 3-4 weeks to encourage more international women to use the Center • Align better the learning outcomes with the Center goals
LGLBT Services and Outreach	No individual unit report submitted
Ujima Education Office	No individual unit report submitted
Casa Latina/o de OSU	No individual unit report submitted
Indian Education Office	No individual unit report submitted

Asian Pacific Islander American Student Services	No individual unit report submitted
University Housing and Dining	
University Housing and Dining	<ul style="list-style-type: none"> • Pilot: Qual Hall Academic Success partnership with Academic Success Center <ul style="list-style-type: none"> ○ Continue next year as results of assessment showed improved writing from participants • Tour Leaders <ul style="list-style-type: none"> ○ Improve training of tour students to include more work with diversity and its many meanings and how it impacts their work as student tour leaders ○ Revise tour training to refocus on overall general information rather than expecting in-depth responses to specific questions ○ Tour student observations and self-reports indicated that confidence rose over the course of time in the position and that the student's ability to respond to questions concisely and effectively, assert themselves in groups, and communicate effectively increased over time as well. ○ Continue the training series over the course of the year and increase amount of teamwork expected and worked toward ○ Increase shadowing and mentoring for new tour leaders • CAMP Scholar Interns <ul style="list-style-type: none"> ○ Continue professional development seminar and Racial Aikido experiences for next year ○ Revise internship to six weeks instead of two 4 week internship experiences ○ Continue the cohort and team model for the CSI's next year as well as the leadership experiences and education ○ Revise or eliminate the section on using community resources as students found this unnecessary however continue the part about personal finance • RA Training <ul style="list-style-type: none"> ○ Continue the year long training sequence (including pre-service training) as well as the mentoring and coaching by members of the Residential Education staff ○ Increase training and mentoring about conflict resolution as this area showed the least learning by resident assistants over the course of the year