

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	<ul style="list-style-type: none"> • No report
Disability Access Services	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

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Student Conduct and Community Standards	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

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Recreational Sports	<ul style="list-style-type: none"> • 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.

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Student Health Services	<ul style="list-style-type: none"> • 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.

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Student Health Services (continued)	<ul style="list-style-type: none"> • (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 increase 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.

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Student Health Services (continued)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • None

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Student Media and Peace Jam	<ul style="list-style-type: none"> • 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.

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Student Media and Peace Jam (continued)	<ul style="list-style-type: none"> • 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.

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Student Media and Peace Jam (continued)	<ul style="list-style-type: none"> • 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.

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Vice Provost for Student Affairs	
Vice Provost for Student Affairs	<ul style="list-style-type: none"> • 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 Touches) 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

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Research and Evaluation	<ul style="list-style-type: none"> • 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.

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Enrollment Management	
Assistant Provost office	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> None
Registrar's Office	<ul style="list-style-type: none"> No report
Pre-College Programs	<ul style="list-style-type: none"> No report of decisions made
Intercultural Student services	
Intercultural Student Services Office	<ul style="list-style-type: none"> No report
Diversity Development	<ul style="list-style-type: none"> No report
Women's Center	<ul style="list-style-type: none"> No report
LGBT Services and Outreach	<ul style="list-style-type: none"> No report
Ujima Education Office	<ul style="list-style-type: none"> No report
Casa Latina/o de OSU	<ul style="list-style-type: none"> No report
Indian Education Office	<ul style="list-style-type: none"> No report
Asian Pacific Islander American Student Services	<ul style="list-style-type: none"> No report

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University Housing and Dining Services	
University Housing and Dining	<ul style="list-style-type: none"> • Next year, UHDS will launch writing tutors system wide in all halls at least once per week. • UHDS should address RA "buy in" in academic programming. • Work to improve administration of the survey by the admissions Visitors Center. We plan to improve our collaboration with Admissions partners to ensure that the survey is sent out to all visitors and participants of the housing tours to increase response rates. • Increase consistency and use of the daily tour log (logs/blogs), and use of the postcard as a written communication tool. The postcards will continue to be used as a teaching tool for ambassadors to connect with prospective students while improving their written communication skills. • Consider an activity where ambassadors create the interview questions and prepare some examples of appropriate questions that will assist them in their own professional job seeking. • Create focused meeting presentations around unique topics, such as themes in halls (ie, Gender-Inclusive Housing), application dates and processes with Assignments Office, dinner in a cooperative house. • Add more time to Fall 2010 training. • Increase training with Operations and Assignments Office of Fall 2010. • Add more shadowing opportunities during Connect Week training Fall 2010. • Increase OSU general knowledge education during training time with OSU Ambassadors. • Increase education around social justice to implement at Winter 2010 training with diversity-specific activities, inviting Multicultural Resource Coordinator to training, etc. • Continue utilizing self-evaluation survey in conjunction with external shadow observation and Supervisor evaluation (one each per term for Fall and Winter terms). • Add campus visit programs survey as method. • Implement post-training survey (for Fall and Winter). • Utilize knowledge quiz for development of training topics. • Improve facilitation of tour survey, continue using the same questions but improve upon response rate. • There will now be speakers every other week rather than weekly, the speakers will refocus on journaling, and a new focus on interviewing skills throughout the year. • There will be supplemental reading during the fall and spring terms. Tricks of the Grade by Professor Joe Martin, Jr. and Take Your Leadership to the Next Level by Jonathan Sprinkles.

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University Housing and Dining (continued)	<ul style="list-style-type: none"> • There will be a focus each semester to give structure and direction to the term. The three foci will be: Student Development (Fall term), Identity Development (Winter term), and Leadership Development (Spring term). • Continued self and supervisor assessment will remain at the end of each internship experience, and will be collected and distributed aggregately for the fall, and individually for the winter-spring. • Based on our assessment of learning and growth for this past year, we are moving forward with our training program for Resident Assistants that provides more opportunities for growth in all areas, with emphasis on training that develops the RA skills in the area of helping students solve problems and manage conflict. In particular, we are addressing developing skills in the area of helping students develop their academic success, and address academic problems, and working to increase RA skill level with dealing across cultures. • In the 2010-11 academic year, the assessment for the RA's will focus primarily on continuing our practice of assessing the RA's on the outcomes with a combination of self-assessment and empirical data on performance from residents via the EBI Resident Survey. In addition, this year we are going to capture summative perceptions of performance from supervisory staff via a survey that they will fill out for each RA on each of the five outcomes at the end of the fall term, and in the middle of the spring term. • To better reinforce group dynamics and the concept of teamwork, the CRFs will engage in large programming as a combined team, rather than individually. Also, the CRF's will actively solicit program collaboration within the halls, as opposed to waiting for requests. Finally, the CRF will serve on a dedicated campus committee (MLK, LGBT Pride, Justice and Leadership, Residence Hall Association) to further strengthen campus ties, and offer continued opportunities for collaboration. • In 2010-11 the assessment for the CRFs will focus primarily on skill building and cultural fluency based on the assessment tools that Kathy Obear, Ed.D has developed.

Alignment Group— Department/Unit	Decisions Made/Actions Taken as Reported in the 2009-2010 Departmental Assessment Report
University Housing and Dining (continued)	<ul style="list-style-type: none"> • The department will offer a "Beyond MDACC" series each month for current and former participants to continue conversations and dialogues. Each MDACC session will last 2.5 hours. There will be one standard assessment tool in order to gain better longitudinal data on participant experience. Participants will self-code in order to gain a better understanding of individual learning. • The department plans to continue to offer the Building Inclusive Communities sessions; students have also expressed interest in a "Beyond BIC" series, which has been created in response. • The department will continue the pre and post survey methodology, convert to Student Voice, and revise desired learning outcomes and assessment tools.