

**Oregon State University
Division of Student Affairs
Summary of Decisions Made/Actions Taken Based Upon Reported Unit Assessment Work
2010-2011**

The following table contains a summary of the decisions made and/or actions taken based upon the full cycle 2010-2011 assessment reports provided by Student Affairs Departments and Units.

Alignment Group— Department/Unit	Decisions Made/Actions Taken as Reported in the 2010-2011 Departmental Assessment Report
Student Life	
Disability Access Services	<ul style="list-style-type: none"> • Each of the interpreters will continue as employees of DAS and will be observed periodically as needed • The newly-hired transcriber will be retained at OSU. Because the transcriber completed two terms of transcribing at OSU, she will be permitted to begin the training on the Math module of TypeWell during Fall term 2011 and will be re-evaluated as necessary. • Staff in DAS have created a new process for orienting students to DAS policies, services, and database. • Staff in DAS will document student requests for assistance in use of the database during the academic year 2011-12 to determine if additional training is necessary. • All DAS professional staff agree that the continuing issues with student employees' orientation and training are unacceptable, and that some consistency is necessary in regards to interviewing, hiring, orienting, and training student employees. As a result, a committee of three staff members was established to create standard interview, orientation, and training procedures. A set of standard interview questions; an orientation checklist, and a "Competencies Checklist" has been created for each of the student positions (attached on CA!). At the end of the orientation and training period, students must sign a form stating that they have been trained in each of their areas of responsibility. During the Academic Year 2011-2012, professional staff in DAS will use those checklists with all future student employees as a way of determining areas that require further training. • Based on the results of the testing and student feedback, Media Services applied for special funding to upgrade all general purpose classrooms and was awarded \$80,000.00 for the project. • Media Services and DAS are now discussing the possibility of collaborating on upgrading systems within departmental classrooms and equipping larger lecture halls with equipment that allows an instructor with a hearing loss to hear comments and questions from students. • When parents and incoming students contact DAS with questions about screen readers, they are encouraged to download DAISY as a format because of its compatibility with a variety of screen readers. DAS staff will continue to investigate the compatibility with screen readers of new technology in order to best assist students using that technology. Staff will track requests for additional training, issues related to screen readers and new technology, and students' report of the issues that arise related to adaptive technologies. As necessary, the training checklist and disk will be updated.
Dean of Student Life	No report

Career Services	<ul style="list-style-type: none"> • Institute an ambassador program and offers office hours outside of the Career Services offices. • Work with other departments to clarify and standardize processes • Push for FTE to be allotted to internship programs through membership on Curriculum Council • Work with two colleges to centralize their internship postings on Beaver JobNet rather than have a separate process for their employers • Do extensive research on best practices and shared information on Internship website
Student Conduct and Community Standards	No report
New Student Programs and Family Outreach	<ul style="list-style-type: none"> • NSPFO staff will work with colleagues in order to improve delivery of information about housing. • NSPFO staff will work with advisors in order to improve delivery of advising information (including bacc core information) for students. • In order to address issues brought up from the external review process, NSPFO commissioned a START task force made up of colleagues from across campus. This task force is charged with developing learning objectives for start, addressing concerns from the external review, and submitting recommendations for change for the 2012 orientation sessions.
Health and Wellness	
Counseling and Psychological Services	<ul style="list-style-type: none"> • Collect a whole academic year of data before analyzing effectiveness of services and may need to collect two years of data for comparison between self-identified ethnic groups. • "Use a different tool than the Outcome Satisfaction Survey, due to concerns about the reliability of the measure." • Adapt approach to analysis due to effect size of the data; may wish to explore other measures in the future that could capture learning through clinical work (e.g. Mindfulness scale, Coping scale). • It is imperative to assess why students may not return after a first appointment; particularly among two communities of color: African American and Latino/a/Hispanic students. Results showed a lower return rate for this group when compared to other ethnic/racial groups. A follow-up tool will be created over the next year that sensitively assesses this needed area of CAPS clinical services. In addition, they plan to further analyze learning outcomes by ethnicity rather than just looking at return rates by ethnicity. • Data from Mind Spa evaluations were used in several articles marketing learning and usage in the Mind Spa Newsletter for fall, winter and spring. The newsletters went out to all faculty and staff at OSU. • As a result of the first survey in Fall 2010, CAPS started offering 1/2 hour consultations to any user of the Mind Spa to assist in use of equipment in the room. Further feedback caused them to try to do more outreach to the campus community and a Mind Spa extension was opened in the APCC and consultations for options in the library were also explored.
Student Health Services	<ul style="list-style-type: none"> • There is more work to do to increase student learning around understanding their illness or condition during their visit to SHS. These results will be shared with the SHS Leadership team as well as at upcoming staff meetings. The need to continue to document what is taught to the patients and whether they have understood will be emphasized. Other ideas for ways to improve these results may come to light and be implemented. We will continue to study this learning outcome in future surveys and possibly through other methods. • A poster was created to provide information for students on Plan B One Step; data was used to improve Plan B medication counseling performed by pharmacists. A restudy is planned for 2011-2012 academic year.

	<ul style="list-style-type: none"> • The results of this survey will be shared with Leadership Team and appropriate departments in order to further our patient education efforts around influenza. More education will be given and handouts will be distributed more consistently to students during flu season. We may repeat this study during the 2011-2012 flu season, or we may choose another student learning topic. • We will continue to display our poster in key areas of SHS as well as other places on campus, i.e. Dixon Rec, CAPS, etc. We will restudy the topic in the spring 2012 external survey. The committee also decided to add access to free birth control (Oregon Contraceptive Care) or low cost birth control as another question option for how SHS has contributed to the student's academic success. • Nursing Recommendations: Create browse button under treatment section to chart pt. "verbalizes understanding of instructions" or "return demonstrates good technique" or "verbalizes when to return to clinic", etc. Restudy via nursing peer review during the 2011-12 school year. • Questions may have been written too similarly, causing confusion to survey respondents. There will be further discussion of these 2 questions over the next year. All students will be receiving the information sheet regarding additional fees at check-in and clinicians will be reminded to discuss fees with students. There has been discussion about developing a check-out process where students leave with a hard copy of fees incurred during their visit. There are system challenges to instituting that process however discussion will continue. • Based on responses from students, volunteer meetings and training will continue to focus on building communications skills (e.g. public speaking), program planning, program assessment, time management, and campus collaboration with other student groups. These areas seem to be of the most value and interest to students and seem to provide the most benefit to students in their success in advocating for health on campus. • It is recommended to continue to provide free Nicotine Replacement Therapy (NRT) as a way of encouraging people to quit and come in for follow-up visits to gauge progress, discuss challenges with quitting, and get more NRT to help with cravings and increase their success of quitting. • Areas of growth for fall 2012 include elaborating on bystander intervention methods and to continue to stress the referral resources. • Continue diversity of marketing channels and messages. • Continue promotion during CONNECT Week and Fall Term 2011. • Need to make sure that they are finding ways to help Beaver Strides participants stay motivated in regular physical activity by providing weekly themes and mini-challenges. • Hope to build in more ideas for Beaver Strides participants to overcome some of their barriers to physical activity by focusing on things like time and stress management. • Students are getting something out of Peer Theater; if it goes away, they might suggested that the class still be taught through the Public Health Department as a DPD course with a slightly different format.
Recreational Sports	<ul style="list-style-type: none"> • Several areas indicated that data was shared with the appropriate area and that changes were made as individual areas deemed appropriate. • Data collected from the Suggestion Box is shared, as submitted, with the individuals who control policy/procedure in this area. Those individuals decide whether or not to implement change on a case-by-case basis. Each person who submits a suggestion gets a written email response, and those responses are annually summarized in a Frequently Asked Questions page on the RecSports website.

	<ul style="list-style-type: none"> • Each program area used data to create marketing strategies, and plan programming and facility needs for future years. • Patterns of negative feedback are reviewed within each program/service area and strategies developed for improvement in the coming year. • The peer evaluation process provided feedback to participating students and additional opportunities for participants to reflect on the criteria for success. No adjustments were made to the curriculum. • RecSports is formulating an initiative that will tie employee development more directly to LGGs. • ALI staff monitor updates that are submitted by participants; and participants are individually coached (via on-line conversation) to understand what is still lacking before certification can be obtained. • Work to give wellness partners a more prominent presence at START, setting them apart from everything else happening in Dixon. • Continue using START as a platform for exposing incoming freshmen to wellness resources on campus. • Conduct some kind of assessment of those who visit information tables throughout the year.
Memorial Union	
Student Leadership and Involvement	<ul style="list-style-type: none"> • Will continue to pre and post-test all student staff members in these areas & focus on engaging the broader community of student planners in utilization of check sheets, action plans and time-lines. This will be part of the focus of two or three Program development trainings that will occur fall term, 2011. Robin will change the Pretest to include examples in hopes of having a more accurate assessment of transferrable skills. • Assessment results were used by Melissa to provide more individualized support and guidance for the PLCs, and were also utilized when developing the student staff training for Fall, 2011. The 2011-2012 PLC staff are all new (no returners), so it is even more critical that solid training and support be provided for this team.
Memorial Union	<ul style="list-style-type: none"> • Rubrics have been defined and a software company has been selected to develop a tracking system for Memorial Union student employees. This information has been shared with unit managers who will be working with their employees starting this fall to implement the new rubrics and software. • As a result of these two surveys Java II is looking more closely at the “fair trade” and “organic” qualities of the coffee they sell. • The Craft Center’s results help campus planning in the decision to allow the Craft Center to maintain a central campus location.
Student Media	<ul style="list-style-type: none"> • Recommendations for collaborations with the New Media Communications academic program and Media Services (media productions for campus events and classes) moved forward to maximize the potential of the new facilities. Director Julia Sandidge worked with student leaders to secure collaboration from all branches of student media and the external partners. Sandidge’s recommendation is to move forward in a collaborative effort to create multi-million dollar broadcast facilities and multimedia laboratories to be shared by the three entities with students continuing to have independent control of their student media products. Recommendation that new lab and field equipment (funded through grants) be purchased as quickly as possible and that student media staff be offered training on new software and technology to support student use of the equipment. • Planning for media integration should continue to move forward through the purchase and use of shared field equipment. A system to enhance students working across platform should be created and supported through training and clear goals created by students and staff.

	<ul style="list-style-type: none"> • Give clear guidelines and information about the learning outcomes to the guest speaker spring term to provide more direction for their presentation. • As a result of the winter session and producer meeting discussions, the student producers of the TV program Blond Bombshells, changed their segment to Bombshell Music News and began planning changes in the program for the next year that would showcase non-traditional music and entertainment. • Based on recommendations from students, staff and the previous year's strategic planning evaluations, the USMC changed the hiring time frame so that all managers and editors are hired in the beginning of spring term to allow for training and job shadowing prior to beginning work. (Previously three of the main seven jobs were hired at the end of winter to start in spring and other positions were hired at the end of spring to begin summer or fall.) • Evaluate the selection and training process of the USMC members. • Have more basic training around newsgathering, video shooting and editing and general reporting before the actual hands on competition. • Deliver direct technical skills training to beginners; direct content training & advanced skills training to student leaders. • Have a training that does not strictly focus on journalism and news storytelling. • Next competition should be a more realistic scenario if it is around news; a training where everyone is enthusiastic about working together and energized by the prospect should be done immediately preceeding fall term so the energy can be harnessed for the new term. • Pay student leaders for participation in the training to allow them to leave other jobs and to acknowledge the value of the activity.
Vice Provost for Student Affairs	
Research, Evaluation, and Planning	<ul style="list-style-type: none"> • 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. • Using assessment software is something that SARE will assist with and train personnel to use. The content 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.
Vice Provost for Student Affairs	No report
Enrollment Management	
Assistant Provost Office	No report
Financial Aid Office	No report
Office of Admissions	No report
Registrar's Office	No report

Pre-College Programs	No report
Intercultural Student Services	
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
Intercultural Student Services Office	No report
University Housing and Dining Services	
University Housing and Dining Services	<ul style="list-style-type: none"> • With the recent addition of a joint leadership class with Admissions and UHDS Ambassadors, create opportunities to assess learning in the class as a training tool (ie; a pre/post quiz, etc.) • Utilize leadership capstone project as an assessment tool • Improve relationship with Admissions in identifying Learning Outcomes and methods of assessment to further enrich and inform our assessment planning and reporting. • Work to improve administration of the survey by the Admissions Visitors Center. Set-up opportunities to jointly review data in surveys every quarter. • 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. • Continue to improve efficiency of meeting topics, making sure to reference learning outcomes with each agenda. Continue with 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, etc. • Increase training time with Operations and Assignments office for Winter 2011 • Increase OSU general knowledge education during training time with OSU Tour Ambassadors. • Increase education around social justice to implement at Fall 2011 and Winter 2012 training with diversity-specific activities, inviting Multicultural Resource Coordinator to training, etc. • "After reviewing the learning suggestions, there will be some modifications made to the assessment methods next year: Add campus visit programs survey as a method; Continue utilizing Self-evaluation survey in conjunction with external shadow observation but incorporate a supervisor evaluation piece that is shared with the student; Implement post-training survey (for Fall and Winter); Implement a peer-shadowing opportunity for Winter and/or Spring to use as an evaluation tool; Consider appropriate methods to evaluate an ambassador's confidence in

	<p>knowledge of UHDS processes (application, etc.)"</p> <ul style="list-style-type: none"> • The current MDACC curriculum will not be continued for 2011-12 • The faculty will use some of the principles and curriculum of MDACC and will also explore other methods and processes to increase capacity of UHDS to have difficult and courageous conversations around difference. • The faculty will explore and determine basic performance expectations regarding diversity issues fall UHDS employees and look for training opportunities that provide awareness raising and skill development in these areas. • The faculty will utilize the Student Affairs Cultural Knowledge & Effectiveness Rubric to create a scaffold based curriculum for all UHDS staff in the area of social justice education. • After reviewing the data, there will be modifications made to the assessment methods next year: Continue focus on intended and actual learning outcomes; Develop new assessment methods based on curriculum design. • We have determined that will need to conduct a climate survey every year or two to see if our initiatives are making an impact
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