

Oregon State University
2005-2006 Student Affairs Unit/Department Assessment Summary

The following table contains a summary of the decisions made and/or actions taken based upon the 2005-2006 assessment plans of Student Affairs Departments and Units. Note that while not all department/units submitted completed plans with results and decisions provided, most did complete and submit 2006-2007 assessment plans.

Department/Unit	2005-2006 Decisions made based upon assessment data
Office of Admissions	<ul style="list-style-type: none"> • Update of Admissions Assessment Committee • Increase admissions representation on SA Assessment Council • Revision of some of the program for OSU Nights with greater resources available to respond to Financial Aid questions, UHDS questions, and Orientation. These were areas in which the incoming knowledge was less than other areas and in which the most knowledge was gained. Continues to support having a diversity of programs available for OSU nights. • Revision of some aspects of OSU nights in terms of location, timing, facilities, etc.
Services for Students with Disabilities (SSD)	<ul style="list-style-type: none"> • Redesigned Alternative Testing Coordinator position • Created Information Technology Access Coordinator position • Technology Access Program combined with SSD • Increased space made available for SSD/TAP • Eliminated Books on Tape and instituted E-text • Created and implemented process to ensure that new real-time transcribers are proficient and can deliver the accommodation up to standard • OSU Today form for posting events was adapted to add a space for requesting accommodations due to disability • New university regulation that each syllabi have a uniform statement concerning students with disabilities • Determined that alternative delivery of speech to text format is equivalent to CART for student who have not been trained in sign language so will use the new system for those students who need this sort of accommodation

Department/Unit	2005-2006 Decisions made based upon assessment data
Student Orientation and Retention Programs (SOAR)	<ul style="list-style-type: none"> • Working with academic advisors developed a checklist for students of tasks to complete and advisors developed a core of information that each college would present during the academic presentation part of START. This ensures that students are getting some similar core information about academics. • Developed “Zero to Success in 77 Days” which walks students through an academic term week by week • UESP staff attends START check-in to help students in their decision-making process about a major since some come wanting to change majors • Developing program on safety with Public Safety and SHS and will implement in START 2007 • Decided to reestablish the Beaver Orientation Team • Decided to have Odyssey student leaders have an email journal and also a check-in meeting as students had indicated that they wanted more contact as they were teaching • Adjusted time of the Slice of Downtown Corvallis to late afternoon • Discontinued relationship with GoalQuest but did commit resources to continuing web sites directed to students and parents
Recreational Sports	<ul style="list-style-type: none"> • Two messages emerged: <ul style="list-style-type: none"> ○ Staff struggled to make a conscious connection between a specific DRS program and “healthy living” ○ Staff were inexperienced with assessment processes and thus wrote learning outcomes that were very difficult to measure or the measurement tool was inadequate to measure the outcome • Increased training and revamped training materials • Standardized criteria, methods, schedules, etc. for measuring • Some specific units within DRS made changes to their assessment plan and revamped measurement tools • Based upon assessment results, specific units within DRS made programmatic changes and changes to specific area of student staff training and training design

Department/Unit	2005-2006 Decisions made based upon assessment data
Memorial Union	<ul style="list-style-type: none"> • Added cultural awareness training specific to work groups in MU (e.g., cultural depictions in graphic design) • Deferred work on leadership assessment until results of MLS results are available • Techniques for better time management and healthy work ethics shared with student employees • Dropping some training activities after learning that the information is now covered in other areas. • Reorganized the MUPC Director's assignments • Increased community building within work groups and with Alumni • Initiated more sharing of results and data with the Union staff and the campus as a whole (e.g., at monthly all department meetings and on the union web page and email list) • Revised occupancy targets after further examination of the data and context for it • Continue to monitor ranking of "providing a safe and clean environment" on a national benchmarking survey • Increased training on "students feeling accepted in the MU" to the customer service training • Initiated review of MU publications every three years to ensure diverse groups of clients are represented in the publications • Actions taken as a result of meeting professional development Outcomes: <ul style="list-style-type: none"> • Expanded use of computerized reservation system for more detailed reports • Better management of risks and liabilities to improve the safety of student programs • Improved competence in meeting facilitation and maintaining focus and direction • Using students to provide better feedback on the MU web site for content relevance • Changed the process for providing letters of reference to fit FERPA guidelines • Better understanding the difference between being right and being effective • Improved proficiency in writing learning outcomes • Began brainstorming how to use the results of the Directors Evaluation to incorporate more training on areas of higher interest for students.

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Greek Life	<ul style="list-style-type: none"> • Create a “Vital Information Packet & Session” for all students who are considering serving as Chapter president • Increase contact with Panhellenic chapter leadership to foster a closer relationship between them and the Office of Greek Life • Increase referral to the electronic Chapter President’s Manual
Registrar’s Office	<ul style="list-style-type: none"> • Work with Administrative Systems training staff to develop modular CBT training for web grading and devise assessment method for effectiveness of training • Provide additional training for Records area staff to check petitions to ensure that instructors have completed the form with their comments and to have student obtain the missing comments before submitting the form. Will reduce number of deferred petitions. • Celebrate that final grades appear to be submitted in a timely manner electronically
Student Health Services	<ul style="list-style-type: none"> • Implemented the electronic medical record and will continue to work with this to determine ways that it can continue to support the medical services as well as investigate ways it can help with assessment in SHS • Received accreditation from AAHC and COLA and will continue to celebrate the success and attend to any suggestions by the accrediting bodies • Instituted follow-up from clinician to patients who had tested positive for Chlamydia for retesting in 3-6 months • Create and distribute an acute asthma treatment protocol using PEF and O2 saturations to help drive treatment and disposition in patients with acute asthma attacks. Conduct inservice for nurses and clinicians in use of the protocol • Used results from ACHA survey to develop strategic plan in health promotion

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Career Services	<ul style="list-style-type: none"> • Change approach to recruiting students to attend career fair. Focus will be on increasing attendance of exploratory students • Increase marketing through classroom faculty and some increase in email marketing • Increase use of the web for delivery of career development and preparation materials. Explore costs of development • Re-create the Career Services Marketing team to focus efforts and develop marketing strategies for CS programs/services • Revise portions of workshops based upon student feedback (e.g., dealing with nervousness and anxiety before the interview)
Research and Evaluation	<ul style="list-style-type: none"> • Continue to monitor the number and quality of assessment reports/efforts within the division • Revise rubric for plan review • Increase training of assessment plan reviewers to help with consistency of feedback
Financial Aid and Scholarships	<ul style="list-style-type: none"> • Continue to assess and monitor types of outreach activities and alternate delivery formats • Audit was passed and therefore continue adherence to state, federal, OUS, OSU regulations governing accountability for funds • Implement all of the recommendations made by the Withdrawal of Title IV Funds Workgroup with the exception of implementation of a consumer information sheet. This was postponed until there is further clarification on the level of detail needed
LGBT Outreach and Services	<ul style="list-style-type: none"> • Design of changes, etc. on hold until completion of the CAS self-assessment and opportunity to review results, recommendations, etc.

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Student Affairs	<ul style="list-style-type: none"> • Utilize “This is our Anthem” with new employee orientations • Review individual Student Affairs mission statements annually or more often if needed • Develop survey for SALT members to determine effectiveness of division-wide goal setting, continuous improvement in SALT functioning, and process • Increased hardware and technology to process NCBI data • Continue MHG • Include skill building into ALS 199—Understanding Diversity through Community and Service—to increase student ability to take positive action • Continue to review unit initiatives and annual reports on an annual basis or more often as needed • Continue to earmark professional development funds to those opportunities that reflect the needs, direction, and strategic plan of the University and the Division of Student Affairs
Housing and Dining	<ul style="list-style-type: none"> • Continue to investigate lower satisfaction levels in almost every area measured • Include more EBI questions in fall assessment • Develop additional methods to measure specific outcomes • Developed BA 106 course series for credit (Intro to Entrepreneurship for Weatherford residents) • Reduced number of competencies from 17 to 12 to reduce redundancy and to increase persistence of students in E-tick with a year’s period • RA training revised with more structured focus on relationship/community building and workshops throughout the term • Developed models for conversations • Began development of Staff Feedback process • Developed more specific activity outcomes for RA's • Decided to expand inclusion of more EBI questions in fall LGAPs to better determine within year changes • Based on Spring 2006 determined a need to focus program specifically around interaction

Department/Unit	2005-2006 Decisions made based upon assessment data
Minority Education Office	<ul style="list-style-type: none"> • Based upon what students reported they learned from visits to the MEO office, the MEO report achievement of all aspects of the goal regarding individual students—no decisions noted • Based upon what students reported they achieved in the Cultural Education Workshop/Presentation, the MEO reported being effective in increasing learning regarding examination and exploration of one’s cultural values and biases, increasing knowledge of history, or ones own culture and/or another race/ethnicity/culture, increasing appreciation and/or sensitivity about another culture, and increasing skill level—no decisions noted. • More workshops need to be done to change beliefs, opinions, and/or behaviors
Student Media	<ul style="list-style-type: none"> • Generally decision was to continue doing what they do • Set goal of getting directory pages to printer by Oct 20 • Fall Press Day was a success—no decisions noted
Counseling and Psychological Services	<ul style="list-style-type: none"> • Review questions on survey to consider revising them to more specifically measure learning outcomes • Rewrite outcomes in several areas to reflect what results from activities in the center rather than accomplishing the activity or listing activity outputs • Target teaching faculty to increase awareness of CAPS services • Implement changes to internship program based upon accreditation review recommendations • Continue liaison relationships and assess effectiveness in meeting outcomes
Diversity Development	<ul style="list-style-type: none"> • Shifted work responsibilities so that event planners will truly only focus on one dimension of wellness for each program which should help to focus their work more • Better define an illustrate the wellness concepts for use by event planners • Continue to teach the class for cultural center staff in its current form but make some adjustments to the curriculum in an effort to increase students’ ability to think not only about themselves in a racial context but also about the identity of others and how that shapes how people move in the world

Department/Unit	2005-2006 Decisions made based upon assessment data
Student Involvement	<ul style="list-style-type: none"> • Revamped the way that we train our student staff. Become clear that we needed to provide not only more training, but training in a different way, in order to positively impact our staff members' knowledge, skill, and confidence levels. • Created a Peer Advisor training course • Better articulated the role of the Peer Advisor for SEEDS organizations which hopefully will increase the use of and benefit of this group of student staff • Altered fall training to get feedback at the end of each training day. This feedback then allowed us to address areas that students still had questions on in the next day's training • Restructured the student staff team into two teams: Event Specialist Team and the Leadership Development Peer Advisors • Developed an event planning manual and event planning workshops • Developed a leadership/organizational development workshop series for members of the SEEDS community based upon their feedback • Created a written document entitled: What can SI Peer Advisors do for SEEDS Organizations?
Women's Center	<ul style="list-style-type: none"> • Added some components to staff training and on-going staff development • Changed the number of interns and types of projects assigned or developed by interns
Office of Student Conduct	<ul style="list-style-type: none"> • Continue hearing format • Review survey used and add one question on student perception of sanctions • Further refine assessment efforts

Generally, assessment plans and processes are progressing very well in the Division of Student Affairs. Departments and units are engaged in the process and are beginning to show some results and actions taken based upon those results in efforts to “close the loop.” Areas that will remain the focus of discussion and education:

- Engage newly developed Alignment Groups in alignment level assessment
- Assist departments to focus efforts and to engage in assessment activities that can be accomplished based upon resources;

- Help departments/units to prioritize issues, etc. that are to be assessed;
- Encourage departments to begin to expand assessment efforts to areas that are more difficult to measure;
- Encourage departments to include more learning outcomes in their plans and to articulate better the curriculum that they are delivering;
- Continue to providing training on ways in which to analyze data and to present data in ways that are explanatory to others;
- Help departments to articulate more fully the scope of their assessment efforts and its influence on decision-making;
- Assist departments to articulate outcomes in language that is more measurable;
- Assist departments to development more diverse assessment methods—other than surveys.
- Encourage division alignment groups to include assessment in their planning and implementation.