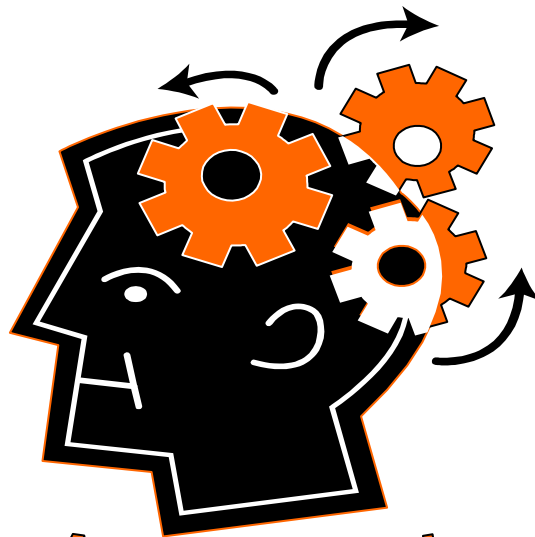


**OREGON STATE UNIVERSITY
DIVISION OF STUDENT AFFAIRS
ASSESSMENT HANDBOOK**



*-Assessment-
thinking person's process*



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OREGON STATE UNIVERSITY DIVISION OF STUDENT AFFAIRS ASSESSMENT HANDBOOK

There is an adage that goes something like: “Every journey begins with the first step.” So too, goes the assessment journey.

This handbook was developed in order to help departments in Student Affairs continue to improve their services and programs through the implementation of intentional, meaningful, and sustainable assessment programs.

Departments in Student Affairs are diverse in terms of mission, goals, and other defining characteristics. This is expected and valued as we all have our jobs to do in supporting and facilitating student success. Assessment plans and programs across departments will reflect those differences as well as coalescing around some common areas of learning and service in contribution to the educational mission of Oregon State University.

Characteristics of a Good Assessment Program

- **Asks important questions**
- **Reflects institution, division, and department mission**
- **Reflects programmatic goals**
- **Contains a thoughtful approach to assessment planning**
- **Is linked to decision-making**
- **Is linked to processes like planning and budgeting**
- **Encourages involvement of individuals**
- **Contains relevant assessment techniques**
- **Includes direct evidence of learning**
- **Reflects what is known about learning**
- **Shares information with multiple audiences**
- **Leads to reflection and action by faculty, staff, and students**
- **Allows for continuity, flexibility, and improvement**

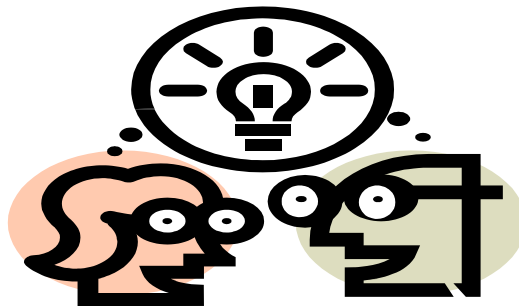
(adapted from Palomba & Banta, 1999, p. 16)

Because assessment affects everyone in the department, the leadership of the department head is essential for success. For that reason, the following suggestions are provided to department heads:

Tips for Department Heads

Your leadership is absolutely essential in the assessment efforts of your department. For that reason, here are some suggestions regarding your key role:

- Allocate adequate resources (including personnel and time). You can begin small but be aware that you will need to increase allocations over time.
- Set an example by finding ways to relate the assessment work to your job responsibilities.
- Select someone to handle the day-to-day work of assessment planning/implementation. **All staff** must know that that person/work group has your support. Be very public about this.
- Provide those involved in the assessment process with the flexibility to devote adequate time to do the work. This may mean that some of the things they were doing will now have to be done by someone else. It is not unreasonable to allow 10 hours per week for the lead person to work on assessment. That time may be expanded at those points when reports are due, data is in, etc.
- Keep the lines of communication open with the assessment point person. Initially, the time needed is likely more than what they or you may expect. Learning something new takes more time than implementing something that is already known.
- Encourage collaboration with other departments to avoid duplication of effort.



GETTING STARTED

1. Consider why you are doing assessment: There are many reasons why departments undertake assessment activities. If assessment is undertaken from a perspective of curiosity and a strong desire to continually improve that which we do, departmental assessment will likely go better. If however, assessment is undertaken because of some perceived threat or as merely an administrative “MUST,” with little relevance to the day to day departmental workings, then assessment efforts will likely be more difficult to initiate and sustain.

It is clear that assessment is here to stay. It is equally clear that our various publics want to know how well we do what we say we do. Unfortunately, higher education in general has not been very good at articulating how well our programs and services work. Because of that, there is concern that in fact we do not take improvement seriously. While we know that is a misconception, many of our publics do not. Additionally, because we lack objective analysis of our programs and services, we are unable to tell a data driven story about our services and programs that shows continuous attention to improvement.

In Student Affairs, we have committed to assessment for continuous improvement. This means we are free to point out our successes and also our areas that could be better without fear of some sort of harm coming to us. In fact, pointing out those areas that our data tells us need improvement, and then articulating what steps we are taking to improve, is a very powerful statement about our commitment to achieving excellence.

2. Put together an assessment workgroup: There are many ways to construct an assessment workgroup. The following are some suggested ways to orient and sustain this group:

In Large Departments

- a. Call for volunteers, people who have an interest and are willing to learn.
- b. Work to ensure that the group can link to sections of the department that may not be represented on the assessment workgroup.
- c. Group composition can include folks from various areas; however, they must be able to represent all areas of the department.
- d. Consider including a student or students as members of this group.
- e. A group of 5-7 members is ideal.
- f. Schedule regular meetings and ways of communicating work to the larger department.
- g. Build this work into the schedule of those on the workgroup—this is an integral part of their work—not an add on.
- h. Consider types of rewards (not necessarily money) that will provide meaningful sustenance to group members.

In Small Departments

- a. Often in this situation, the entire department is the work group led by a point person—sometimes the department head but more often another member of the staff.
- b. Consider combining the work with another department—maybe a larger department where your group can piggy-back some of your assessment with that which is happening in a larger department (for example: with surveys or focus groups).
- c. Be reasonable about what can be done in any one year.
- d. Schedule regular meetings and ways of communicating about assessment work.

- e. Build this work into the schedule of those who lead or work on assessment—this is not an add on.
- f. Be attentive to rewards that will provide meaningful sustenance to the group.

3. Responsibilities of the Workgroup:

- a. Determine how they will work together.
- b. Develop the structure for support of assessment in the department.
- c. Develop a timeline for various assessment activities.
- d. Develop the areas/programs to assess first, second, etc.
- e. Develop outcomes to measure.
- f. Determine how they will communicate with the larger department at every step in the process. Remember: Involvement, input, and support for efforts are all linked.
- g. Determine how they will implement the assessment program.
- h. Determine how they will share results within the department and outside the department.
- i. Areas for discussion:
 - a. How will we work?
 - b. What hopes/concerns do we have about assessment?
 - c. How will we get buy-in?
 - d. Where should we start?
 - e. What do we need to know?
 - f. Is there anyone we need to include or talk with initially?

Departments may structure assessment activities based upon their own unique way of operating; however, the workgroup must be given the ability to make decisions and recommendations regarding a coordinated assessment program.

4. Items for the Work Group to Consider:

- a. Honor the work that has “gone before” in terms of assessment.
- b. Try to incorporate earlier work into the current work.
- c. Begin small but with something meaningful to the department personnel.
- d. Not all data needs to be collected annually—create an assessment cycle.
- e. Show your work to department personnel.
- f. Get input along the way.
- g. Show how data is being used for improvements.
- h. A successful experience can go a long way in gaining further buy-in.

DEVELOPING AN ASSESSMENT PLAN

“Good assessment programs have a written plan that is referred to often, is public, and is implemented” (personal conversation with Dr. Marilee Bresciani, Assistant Vice President for Institutional Assessment, Texas A & M University).

Having a written plan helps to make clear to everyone exactly what will happen, when, and how the information will be used. It also serves to document efforts, accomplishments, and areas for improvement.

At OSU, the Division of Student Affairs has implemented a process and format for assessment planning that lends itself to the various planning cycles within the division. The following is a brief outline of the assessment process in the division in terms of formats and dates for reporting. More information in terms of content follows this section.

Student Affairs Assessment Process Outline/Timeline:

1. Assessment reporting is done annually in the Division: Assessment Plans are due on January 15 each year (plan format provided in Appendix F of this document). These plans should be for the current planning year, typically July 1-June 30 or September 1 to August 30. Additionally, the previous year's plan including the Results of that assessment year and Decisions/Recommendations based upon that year's assessments should also be submitted. Thus, on **January 15** departments should submit to the Student Affairs Assessment Council:
 - a. Previous year's plan with that year's Results and Decisions/Recommendations, and
 - b. Current year's plan without Results and Decisions/Recommendations.
2. The Student Affairs Assessment Council review teams will review all plans and will provide feedback to departments in order to assist them in future improvements. These consultant teams are also willing to work with departments prior to and/or subsequent to the review upon department request. The rubric in Appendix A is used to guide the assessment plan review process.
3. The Assessment Plans and Reports, along with the written feedback to departments, are provided to the Vice Provost for his review as well.

Using a Logic Model in Assessment:

Logic models help us to think about all the components of the program that we are going to assess. A program logic model is a description of how the program works to achieve benefits for participants (United Way of America, 1996).

Appendix B contains a sample logic model for a typical program in a Student Affairs department. Developing a logic model will help to determine, for the planning group and others, the ways in which the different parts of a program fit together. It is also helpful in thinking about how service outcomes differ from learning outcomes. Departments and programs will likely have both types of outcomes for programs that are delivered. It is important to note however that learning outcomes are a necessary part of the assessment process for departments.

The Language of Assessment in Student Affairs and OSU:

Many different words are used to describe similar or identical concepts in the assessment literature. The following glossary was developed to provide a common understanding of assessment language at Oregon State University and the Division of Student Affairs.

Mission: The mission describes the purpose of the organization and the constituents served. The mission of the Department or Unit will support the missions of the College or Division and the University.

Goals: Program goals are overarching statements that describe what a program is trying to accomplish. **Educational goals** are broad statements describing what learners are expected to learn; sometimes they describe a state of being. While educational goals should be stated as specifically as possible, sometimes it's difficult to do so; as a result, goals are often a bit vague and open to interpretation. Key words that typify educational goals are: know, appreciate, understand, etc.

Outcomes: Outcomes are specific statements derived from goals; they help clarify and define the meaning of the goal. **Learning outcomes** articulate the measurable expected results of an instructional activity or program effort. Outcomes are not knowing, thinking and understanding, but rather a demonstration of knowing, thinking or understanding. Outcomes describe measurable behaviors achieved using active verbs such as: arrange, define, explain, calculate, design, synthesize, evaluate, etc. **Operational/Business outcomes** describe those elements of a program or activity that can be counted such as: research dollars per faculty, number of students served, level of satisfaction, number of advisees, number and type of appointments with students, etc.

Assessment Methods: Assessment methods include the criteria, process, and tools used to determine if the intended outcomes were reached. Assessment methods articulate the target audience of the assessment, the methods and tools for data collection, criteria or targets that specify that the outcome has been met, and how the data will be analyzed. A combination of methods to measure outcomes is desirable. Assessing the effectiveness of instructional methods (lecture, team learning, discussion, etc) and student learning methods (note taking, reading, computer lessons, etc.) are critical components of the assessment process.

Implementation of Assessment Plan: This describes who is responsible, what is being assessed, how data are collected, and the timeline for assessment activities. Not all assessments must be conducted annually. A table is often useful for visualizing the process.

Results: Report results for each outcome based on established criteria.

Decisions and Recommendations: Based on the results, describe any decisions made or actions taken regarding programs, policies, and services as well as improvements/refinements to the assessment process. Include a plan for assessing the effectiveness of these decisions or actions.

Adopted by the Student Affairs Assessment Council, November 26, 2003. Revised and adopted by the Student Affairs Assessment Council and the University Assessment Council, June 13, 2006.

Components of the Assessment Plan

Assessment plans typically follow the outline described below. As an iterative process, the plan is always under review and continually evolving. As new information is found and used, there will be changes in programs, outcomes, etc. which will then be assessed and which will lead to other adaptations, etc. It is a continuing process and thus finding ways to build it into the routine functioning of the department is essential.

The following describes the various components of the plan and also provides some suggestions for moving through each step:

- 1. The Mission Statement:** Typically this statement has already been written in the department. It is important for the department to review the mission statement to ensure that it relates to both the University mission and the Division mission statements. Next, the mission statement must reflect the purpose of the organization. Why does this department exist? (Appendix C and D contain the University Mission and the Division of Student Affairs Mission, respectively).
- 2. Statement of Goals:** Generally, departments will have 3-5 goals. These are broad general statements about what the department is trying to accomplish through all its programs, services, and offerings. Typically any one goal will have several programs/services that support that goal. Educational goals are broad statements describing what learners are expected to learn; sometimes they describe a state of being. While educational goals should be stated as specifically as possible, sometimes it is difficult to do so; as a result, goals are often a bit vague and open to interpretation. Key words that typify educational goals are: know, appreciate, understand, etc.
- 3. Statement of Outcomes:** Outcomes are detailed and specific statements derived from the goals. They are about the intended end results of your program efforts. Outcomes typically use active verbs such as: arrange, collect, define, explain, demonstrate, calculate, design, etc.

Generally, Student Affairs departments will have two types of outcome statements: Operational/business outcomes and Learning outcomes.

Service/business outcomes: These types of outcomes are often the most familiar to people in Student Affairs. Generally, service or business outcomes relate to things we can count. For example:

- The number of clients served,
- The number of different types of problems participants presented,
- The percent of participants who were satisfied with the service,
- The amount of money collected,
- The number of hamburgers sold,

- The number and type of advising appointments,
- The amount of paper used,
- The number of workshops presented, etc.

We often need to collect this information for use in developing budgets, ensuring adequate service at different times in the year, etc. However, while these types of outcomes may be necessary for the operation of the department, they are not sufficient to show the influence of our efforts on learning.

For examples of areas that pertain to good customer services, refer to Appendix H.

Learning outcomes: Learning outcomes are specifically designed around learning targets for constituents. They too are derived from the goals but pertain to our expectations about what constituents will have gained as a result of our programs and efforts. Learning outcomes articulate the measurable expected results of an instructional activity or program effort. Outcomes are not knowing, thinking and understanding, but rather a demonstration of knowing, thinking or understanding. Outcomes describe measurable behaviors achieved using active verbs such as: arrange, define, explain, calculate, design, synthesize, evaluate, etc. For example:

- Staff will demonstrate inclusive language when talking with students.
- Students will explain the department policies in their own words to other students, faculty, and staff.
- Workshop participants will develop an effective resume.
- Employers will use the web interface to list their jobs.
- Students will demonstrate effective leadership skills when conducting a meeting.
- Student Affairs department personnel will increase their knowledge of diversity, oppression, privilege, and inclusiveness.
- Student Affairs department personnel will exhibit behaviors that foster inclusion of differences.
- Students will manage their stress effectively.

A word of caution: It is very easy to quickly generate massive numbers of goals and outcomes. Departments must consider how much and to what degree they can support the assessment of all of the goals and outcomes in any one year. Often departments are better served by developing an assessment plan that spans several years. There are only so many resources available and often they must be parceled out over time. The important issue is that assessment is happening and that it is meaningful and sustainable.

Appendix G contains the learning goals for the Division of Student Affairs. Departments are responsible for considering how they contribute to these goals through their **departmental learning outcomes**.

4. Assessment Methods: Methods include the criteria, process, and tools used to collect evidence and to determine the degree to which the intended outcomes were reached. Assessment methods articulate:

- the target audience of the assessment,
- the methods and tools for data collection,
- criteria or targets that specify that the outcome has been met, and
- how the data will be analyzed.

Often this part of the planning process is the most difficult. Too often we fall back on surveys as our one and only assessment method. Surveys can be effective tools; however, they are **not effective for gathering information about student learning**.

Appendix E provides a grid that describes various methods and the types of information that they gather best. It should be noted that currently there are very few assessment measures on the market that simply or easily measure all the outcomes that we may expect. Thus, we will need to be creative and collaborative in how we design and implement our assessment methods.

5. Implementation of Assessment Plan: Quite simply, this is the plan for who does what, when. The implementation plan is tied to the outcomes that are being measured for a specific period of time. Often writers will use a grid to articulate this part of the plan. Remember you do not have to assess every outcome every year. The following is an example of an implementation timeline in table format.

Sample Implementation Table

Goal	Outcome	Method	When	Who Responsible
Goal 1	Outcome 1	Observation and scoring rubric	November, 2005	Kent
	Outcome 2	EBI Survey	March, 2006	Eric
Goal 2	Outcome 3	Focus groups of student users	January, 2006	Lisa
Goal 3	Outcome 2	Banner search	June, 2006	Pat
	Outcome 3	TBA	December, 2008	TBA

This grid/table is clear in terms of what outcome is being assessed, the method being used, when it will occur, and who is responsible for ensuring that it happens. Tables of this sort provide a clear and quick look at how the assessment plan is actually going to be implemented. Typically the “who responsible” section includes the person responsible for both collecting the data and also seeing to it that the data is analyzed and presented to the department and other constituencies as needed.

6. Results: Here is where the fun begins! You now have data and often tons of it. Analyzing your data means finding ways in which to understand and make meaning of the information. There are a variety of ways in which to do this and they are determined mostly by the type of data you have collected. It is important when you develop your plans in the methods section to consider and state how you will analyze the data you collect.

While this handbook is not intended to provide comprehensive information on analysis of data, there are some simple things that you can do to help make meaning of what you have collected—particularly if you have collected data that can be transformed into numbers.

Simple ways to begin to make sense of data: (Note that there are many ways in which to analyze data. The examples below are just a beginning.)

- **Return rate:** The number of surveys returned or participants divided by the number of surveys distributed or subjects asked to participate. This is important to determine how generalizable your data may be to a particular group. This is a piece that really should always be present when you are reporting results.
- **Average (mean):** This tells you what the average response was for a particular item. This number is influenced by the distribution of scores.
 - **Outliers** are extreme scores or scores that deviate greatly from the middle score.
 - **Distribution of scores** means the spread of scores from low to high.
- **Frequency:** This is often expressed in terms of a frequency distribution. For example:

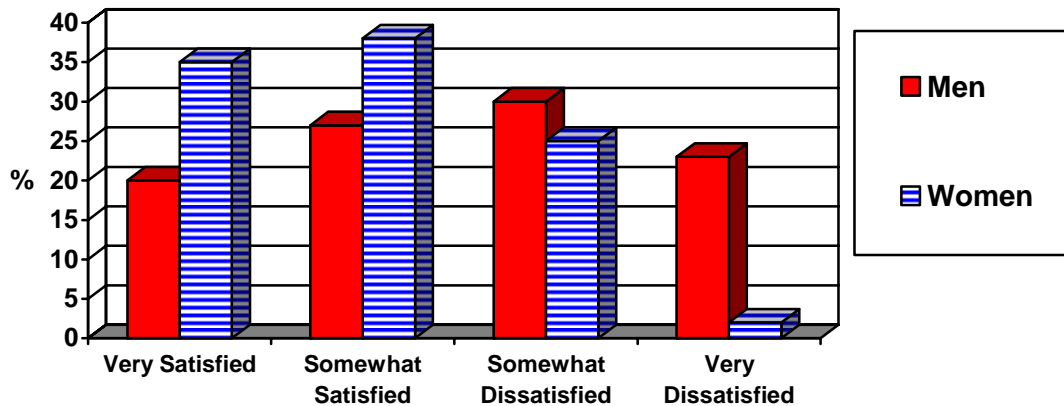
Below is an example of a frequency distribution for the question: How satisfied are you with the service?

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Men	20%	27%	30%	23%
Women	35%	38%	25%	2%

Notice that the table above provides you with the distribution of responses across all of the response categories (i.e., a frequency distribution).

This can also be expressed as a graph of the frequency distribution:

Percent of Men and Women Who Were Satisfied



From the appearance of this frequency distribution, women were more satisfied than men. How you make sense of this may lead you to ask other questions, to discuss this as a staff and to consider what you might do to increase the attractiveness of the service to men. Often one set of data will lead to questions and the need for other data to help flush-out the meaning.

REMEMBER

Results must be presented in ways that will allow others to understand what you have done and how you have made meaning of the data. Graphs, charts, tables, and other methods to display data are very important in communicating your results.

7. Decisions and Recommendations: This is the section of the report where we describe the work that has been done in the department to deal with the results of the assessment. This section answers the question:

Now that we know, what are we going to do?

In some cases, you and your department may want to celebrate that constituents are getting from your program what you hoped. If that is the case, then you have no need to make any real adjustments. In other cases you may still celebrate but also realize that there are some issues, brought to light by the assessment, that need to be addressed in order to improve.

It is important in this section of the report to talk about your decision-making process and also what conclusions you have reached—including any recommendations for further study, a timeline for re-assessment, etc. This is the “closing the loop” part of assessment.

Using Assessment Information in Decision-Making and Planning

Since the primary purpose of good assessment is to find information that will help us to continually improve the educational experiences of students and others, using that information is paramount to our success. While there are a variety of ways in which to use the information that we collect, helping people in our departments and students who use our services to understand the influence of data on our decision making makes a powerful statement about our intentions.

Here are a few ways in which we recommend using the findings of our assessment efforts with people within our departments as well as with other constituencies.

Documentation: As emphasized earlier, writing and implementing our plan is only the beginning. We must also document our results and the decisions we make based upon those results.

Documentation is important for several reasons:

1. As a record of the steps we have taken to get to a more improved department,
2. To use as a guide for future decision-making,
3. To talk with constituencies that we serve,
4. To use with staff and others, and
5. To show progress to ourselves and our constituencies.

Typically documentation of decision-making and planning will be a written section of the assessment report. This section can then be used to provide excerpts for web pages, brochures, and other communication tools of the department. It can also serve to reinforce the various “stories” we hear from our constituents.

The OSU Valley Library has implemented an archive system that allows us to post reports that result from our assessment projects (e.g., NSSE, ACHA, etc.) in an electronic, searchable archive that could prove beneficial in helping us to get our data into the hands of others who are engaged in similar work. For more information about this option, contact Rebecca Sanderson, 737-8738 or go to the ScholarsArchive on the OSU Library website.

Discussions with staff: Because the work of assessment often involves many on staff, it is important that all results be shared with staff in multiple formats depending on the number of staff, organizational structure, organizational environment, etc. While not all staff may be interested, it is important to make the results as transparent and public within the department as possible. Remember, assessment can be a threatening notion and thus an open posture toward the results and decisions made based upon these results can go along way toward building trust in the integrity of the process.

Often, departments will use the data in all departmental meetings or planning sessions. It is important to document these discussions as it is often a result of these staff discussions that decisions about how to use the data are made.

A variation on all-department meetings is to use the data with specific departmental work groups as sometimes they are the closest to the data and thus to the problem-solving network. Again, documenting these discussions and sharing them with the larger department can help to facilitate the integrity of the process for all.

Discussions with students and other constituencies: Often the subjects of our assessment efforts are students. Yet how often do they see the results of their participation in our assessment efforts? As assessment takes hold at OSU, students are being asked to participate in more and more assessment activities. Often, these are surveys. In order for students to choose to invest their time and energy to participate in these assessment efforts, they must see the value. Of course one often used method is to offer financial incentives or prizes; however, perhaps a more meaningful and long-lasting incentive is to provide feedback to students on how their efforts have improved the services, etc. Or, better yet, include them in the discussions about how to use the data to make improvements which will benefit them. It is a powerful statement to students when they are included in the discussions about what the data mean and how it can be used for their benefit. In actuality, this may be the only real incentive to engage students meaningfully in assessment.

Resources

Local resources:

- Student Affairs Assessment Council members (consultation)—The following members have agreed to serve as consultants to departments:
Rebecca Sanderson, 7-8738 Jo Frederic, 7-3670
Lisa Hoogesteger, 7-3343 Eric Hansen, 7-7708
Kent Sumner, 7-8511 Edie Blakley, 7-3654
- OSU Survey Research Center (Prices will vary depending on the type of service and help provided.)
- OSU Central Web Services (free web survey tool)—
(<http://secure.oregonstate.edu/survey>)
- OSU Business Solutions Group (free web survey tool)—contact Mark Clemens--COB
- Student Affairs Research and Evaluation web site
(<http://oregonstate.edu/admin/studentaffairs/assessment/index.html>) –provides links to other websites, sample assessment plans, and other resources

Commercially available instruments:

- The Mental Measurements Yearbook, Published by the Buros Institute at the University of Nebraska (<http://www.uni.edu/buros/>)
This resource often has instruments that can be used for research purposes with permission of the author. It also has commercially available instruments that measure many different concepts, including values, attitudes, etc.

Print resources:

The four books listed here are really “how to” manuals for different phases of the assessment process. (While there are many other books on assessment, these five are the ones Rebecca consults most often when she is working on assessment plans.)

These books are relatively inexpensive—On average about \$20.00. So for \$100 your department can have a good collection of “how to” manuals.

Bers, T.H., & Seybert, J.A. (1999). *Effective Reporting*. Tallahassee, FL: Association for Institutional Research (www.fseu.edu/~air/home/htm).

This is a great reference for those who are not accustomed to writing an assessment report or research report. It is a very readable, practical and small book packed with good advice and examples of ways to display data.

Bresciani, M.J., Zelna, C. L., & Anderson, J.A. (2004). *Assessing Student Learning and Development: A Handbook for Practitioners*. National Association of Student Personnel Administrators (<http://www.naspa.org/publications>).

If you want a comprehensive but brief handbook on assessing student learning in student affairs, this is your book. It provides information about many assessment strategies, methods, ways of thinking, etc. It also has good examples and a great reference list.

Stevens, D. D., & Levi, A. J. (2005). *Introduction to Rubrics*. Sterling, VA: Stylus Publishing LLC.

For those of you who are venturing into rubrics or checklist types of assessment, this book is a must. It will give you a step-by-step process for the development of these tools.

Suskie, L. A. (1996). *Questionnaire Survey Research: What Works* (2nd Edition). Tallahassee, FL: Association for Institutional Research (www.fsu.edu/~air/home.htm).

This book is great when you are trying to figure out how to ask a question or how to set up your questionnaire/survey. It provides guidance that can help you think about how you want to ask questions and how to relate that data to the analysis.

United Way of America (1996). *Measuring Program Outcomes: A Practical Approach*. Alexandria, VA: United Way of America (www.unitedway.org)

The United Way of America has been involved with measuring program outcomes for some time. This very practical approach will be helpful when you think about program outcomes versus learning outcomes. It is an easy reference to use with great examples and suggestions. (As a note, this resource has been especially helpful to some folks in Enrollment Management. It has a good articulation of how units can translate their services into the educational framework of outcomes.)

Appendix A Rubric for Assessment Plan Review

Category	<i>Exemplary</i> 4	<i>Accomplished</i> 3	<i>Developing</i> 2	<i>Beginning</i> 1
Goals				
Clarity	Clear well defined broad, general statements of what the program is trying to accomplish; Clearly related to mission	Mostly well defined broad, general statements of what the program is trying to accomplish; Related to mission	Some well defined broad, general statements of what the program is trying to accomplish; Some related to mission	Not well defined; too narrow or too broad; unclear relationship to mission
Able to be Evaluated	All are evaluated directly or indirectly by measuring specific outcomes related to the goal	Most are evaluated directly or indirectly by measuring specific outcomes related to the goal	Some are evaluated directly or indirectly by measuring specific outcomes related to the goal	Few or none are evaluated directly or indirectly by measuring specific outcomes related to the goal
Relatedness	They are all related to the mission of the department and division and to the mission and goals of the University	Most are related to the mission and goals of the department and division and to the mission and goals of the University	Some are related to the mission and goals of the department and division and to the mission and goals of the University	Little or no relation to the departmental, division, or university mission and goals
Outcomes				
Derivable	Outcomes are detailed and specific action statements derived from the goals, used to determine the presence or absence of, amount of, or level of the behavior or knowledge specified by the goal	Overall, a clear vision for and relationship between outcomes and goals	Generally clear distinction between outcomes and goals, though some listing of activity rather than outcomes	No clear discernment between goals and outcomes or merely a list of activities rather than desired outcomes
Distinguishing	Outcomes clearly distinguish the things the program wants designee to know, to think or to be able to do	Outcomes generally match goals and distinguish with only minor discrepancies the things the program wants designee to know, to think or to be able to do	Outcomes sometimes misalign with the goal and intermittently distinguishes the things the program wants designee to know, to think, or to be able to do	Outcomes often incongruent with the goal and do not distinguish the things the program wants designee to know, to think, or to be able to do
Observable	Outcomes are consistently observable and measurable and provide evidence of the educational or service experience	May have modest problems with the criteria of observable and/or measurable	Some outcomes not observable and/or measurable	Outcomes not observable and/or measurable
Detailed	Outcomes are consistently detailed and meaningful enough to guide decisions in program planning and improvement	Provides enough details to be generally meaningful and useful in decision-making regarding planning, and improvement	Outcomes suggest some general directions for some decisions but not uniformly or comprehensively	Outcomes lack detail to be useful in decision-making or are merely a list of things to do

Category	<i>Exemplary</i> 4	<i>Accomplished</i> 3	<i>Developing</i> 2	<i>Beginning</i> 1
Assessment Methods				
Appropriate	Consistently used appropriate assessment methods to measure all outcomes in support of all goals	Generally able to identify, use, and defend appropriate assessment methods to measure the outcomes	Able to produce assessment methods to fit most outcomes, though sometimes the methods did not measure the outcome	Often used methods that did not measure the outcome
Applied	Consistently able to apply methods appropriately (as intended by developers)	Generally able to apply methods appropriately	Generally able to apply methods appropriately with few errors	Misapplication of methods
Multiple	Multiple sources of evidence used to provide distinct perspectives on the question being answered	Use both indirect and direct measures to provide perspective on outcomes; can defend selection of measures	Occasional use of multiple measures; sometimes unable to defend methods in reference to an outcome	Limited use of multiple measures; often unable to defend methods in reference to a particular outcome
Criteria	Outcome reviewed and criteria for identifying that outcome has been met articulated in the assessment method	Outcome reviewed and criteria have been identified, but it is not complete. Some key criteria are missing	Outcome reviewed and criteria identified; method does not measure the articulated criteria	No criteria articulated for identifying that the outcome has been met.
Results				
Analysis	Appropriate analysis of results	Most results analyzed appropriately	Some results analyzed appropriately	Results either not analyzed or analyzed ineffectively/inappropriately
Interpretation	Results reported in the context of decision-making for improvement	Most results reported in context of decision-making for improvement	Some results reported in context of decision-making for improvement	Results either not reported or reported outside of context of decision-making for improvement
Application of Results to Decisions for Continuous Improvement				
Applied Evidence	Consistently used appropriate and verifiable evidence throughout to defend well-organized concepts and/or principles in support of decisions made for improvement	Generally able to use researched evidence to support a decision for improvement	Able to produce evidence to fit most decisions, though sometimes the evidence is not the best (most persuasive, best organized, etc.) support for the decision	Often stated opinion without evidence, unable to align evidence with decision; unable to defend a decision with evidence

Category	<i>Exemplary</i> 4	<i>Accomplished</i> 3	<i>Developing</i> 2	<i>Beginning</i> 1
Sharing	Sharing assessment strategies, evidence, and resulting decisions regarding improvements with relevant constituents (including faculty/staff) was thorough, collaborative, well-timed, effective	Mostly, sharing of assessment strategies, evidence, and decision making with relevant constituents (including faculty/staff) was well-timed and effective	Some evidence of consultation and collaboration with constituents (including faculty/staff) regarding some assessment strategies and/or some decision-making	Little or limited evidence of consultation and collaboration with constituents (including faculty/staff) regarding assessment strategies and decision-making
<i>Process Plan</i>				
Continuation	Demonstrated commitment to continue the assessment cycle (timelines set; search for improved strategies, etc.)	General understanding of the need and commitment to continue the assessment cycle	Some evidence of an understanding of the need and/or commitment to continue the assessment cycle	Little or limited understanding of the need and/or commitment to continue the assessment cycle
Total Process	Plan clearly establishes and communicates the ongoing nature of the entire assessment cycle from plan through study through implementation and review; participants and their roles are clearly delineated; timeline established	An acceptable plan for the study and implementation; clear designation of participants in the process; timeline established	Evidence of a plan for the study and implementation; some sense of who does what, some evidence of appropriate timing and milestones	Limited outline of the planning, study, and implementation process; little direction in who does what; weak sense of appropriate timing and milestones
Involvement of Faculty/Staff	Plan clearly was the outgrowth of faculty/staff discussions, input and implementation	Plan mostly had input from and participation of faculty/staff in development/implementation	Some degree of faculty/staff input but unclear or limited participation	Plan lacking involvement of faculty/staff in development and implementation

(adapted from Bresciani and Allen, North Carolina State University)

Appendix B Logic Model Template for Typical Student Affairs Department Programs

Goals: Broad general statements of what a department wants its constituents to know or do. Goals generally describe what the program is trying to accomplish. Typically only 3-5 goals for a department.

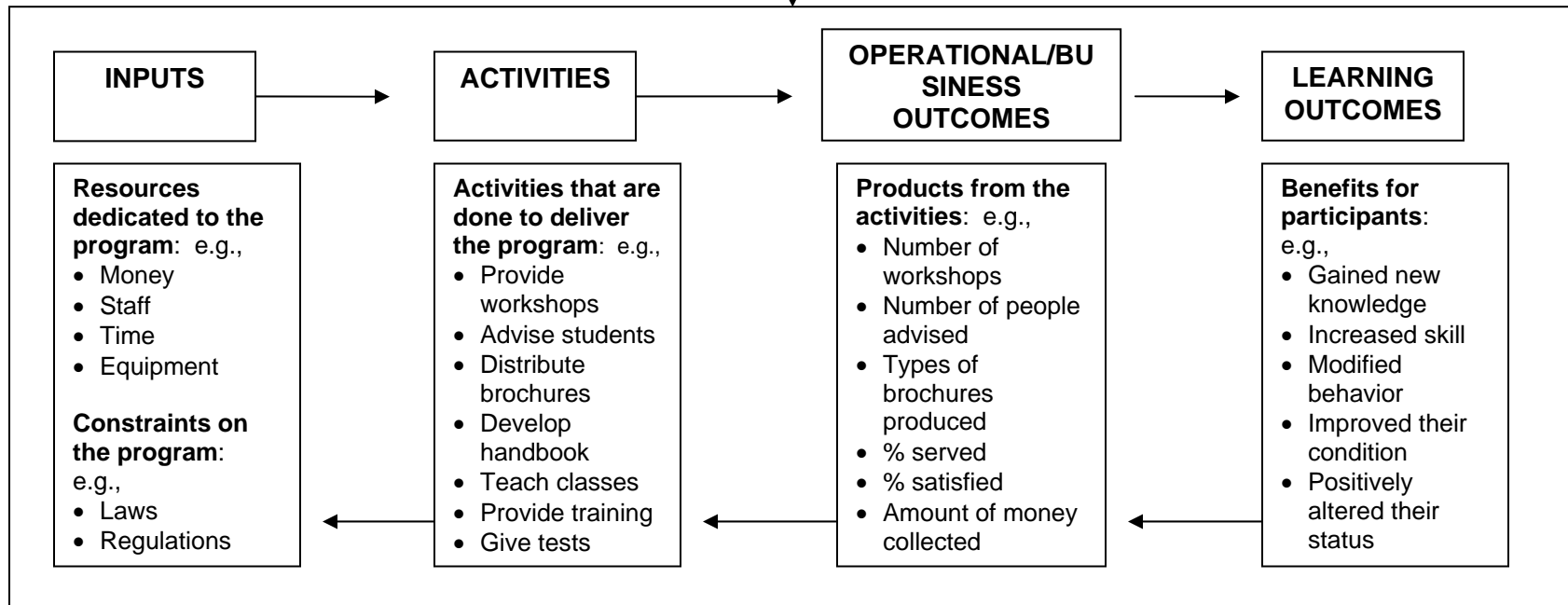
MISSION

Mission: Describes the purpose of the organization and the constituents served. It clearly relates to the Oregon State University and the Division of Student Affairs Missions.

GOALS

PROGRAMS

Programs: Sets of related activities and outcomes that consume a meaningful portion of the departmental resources (persons, dollars, time, etc.) and that are designed to support the department's goals.



(Logic model adapted from United Way of America, 1996)

Appendix C Mission Statement of Oregon State University

Preamble

Oregon State University is a comprehensive, public, research-extensive university and a member of the Oregon University System serving as the state's land-, sea-, space- and sun-grant institution - one of only two universities with such designation in the country. OSU programs and faculty are located in every county of the state and are dedicated to investigating the state's greatest challenges. OSU considers the state of Oregon its campus and works in partnership with the P-12 school system, Oregon community colleges and other OUS institutions to provide access to high quality educational programs. Strong collaborations with industry and state and federal agencies drive OSU's research enterprise.

Mission

Oregon State University, a land grant institution, promotes economic, social, cultural and environmental progress for people across Oregon, the nation and the world through our graduates, research, scholarship, outreach, and engagement.

Vision

To best serve the people of Oregon, Oregon State University will be among the Top 10 land grant institutions in America.

Goals

1. Provide outstanding academic programs that further strengthen our performance and pre-eminence in five thematic areas.
2. Provide an excellent teaching and learning environment and achieve student access, persistence, and success through graduation and beyond that matches the best land grant universities in the country.
3. Substantially increase revenues from private fundraising, partnerships, research grants, and technology transfers while strengthening our ability to more effectively invest and allocate resources.

Core Values

Accountability. We are committed stewards of the loyalty and good will of our alumni and friends of the human, fiscal, and physical resources entrusted to us.

Diversity. We recognize that diversity and excellence go hand-in-hand, enhancing our teaching, scholarship, and service as well as our ability to welcome, respect, and interact with other people.

Integrity. We practice honesty, freedom, truth, and integrity in all that we do.

Respect. We treat each other with civility, dignity, and respect.

Social responsibility. We contribute to society's intellectual, cultural, spiritual, and economic progress and well-being to the maximum possible extent.

Footnote: Approved by the Oregon State Board of Higher Education on December 17, 1999. Revised January 22, 2002. Revised March 2006 (pending OSBHE approval).

Appendix D

Division of Student Affairs Mission Statement

Mission

The Division of Student Affairs contributes to and facilitates the success of students and Oregon State University.

Context Statement

Oregon State University aspires to stimulate a lasting attitude of inquiry, openness and social responsibility. To meet these aspirations, we are committed to providing excellent academic programs, educational experiences and creative scholarship.

The OSU mission is central to the work of Student Affairs and is evident in our commitments. The land grant tradition of Oregon State University brings with it the responsibility to preserve, enrich and transmit cultures while thoughtfully and respectfully transforming cultures. Our university's heritage, and therefore the Division of Student Affairs, is committed to inquiry, openness, and social responsibility.

As a division, we will position ourselves to be learners and leaders in a dynamic educational and social environment. We choose to empower students to pursue their best possible futures and we contribute to our institution in a way that supports achievement of its desired outcomes.

Values

Oregon State University's primary responsibility to students is to promote student success. Student success is defined as the degree to which students achieve their goals. Our commitment is to organize educational structures, activities, programs, services, and relationships in a dynamic environment for a diverse population in such a way as to expand and elevate students' aspirations and visions of what constitutes success.

As members of the Division of Student Affairs at Oregon State University, we engage our energies and resources with educational partners to produce an environment that can serve as the foundation for student success. Our values are reflective of and complimentary to the values and mission of our University.

The values to which we are committed are:

Knowledge—We collaborate with teaching and learning partners to foster an academic environment founded on intellectual freedom, creativity, and the pursuit, elaboration and application of knowledge.

Humanity—we are inclusive and compassionate; we honor and uphold diversity, civility, and dignity.

Responsibility—We are stewards of our OSU community and its human, intellectual, fiscal, and physical resources.

Integrity—We are dedicated to wholeness, honesty, and congruence with our stated values.

Community—We are a caring and responsible community whose members are engaged, nurtured, stimulated and sustained. Our commitment to community remains grounded on principles articulated in the CAMPUS COMPACT (1996):

Purposeful

We aspire to create a purposeful community, dedicated to enabling individuals to be successful learners, teachers, and leaders in the University and in the larger community.

Open

We aspire to create an open community where people feel safe to ask questions, to share ideas and experiences, and to express their individuality.

Just

We aspire to create a just community, where the dignity of every individual is affirmed and where equality of opportunity is vigorously pursued.

Disciplined

We aspire to create a disciplined community, where each member of the community is committed and responsible for upholding the standards and expectations conducive to the common good.

Caring

We aspire to create a caring community where members value, nurture, respect and embrace each other, and where they take responsibility for the well-being of others.

Celebrative

We aspire to create a celebrative community where we joyfully affirm all members and their contributions as meaningful to the University and the larger community.

Appendix E Methods and the Information They Gather Best

This is not meant to be an exhaustive list but merely a way to begin to think about different methodologies.

Types of Methods

- Surveys
- Tests
- Performance-Based Measures
- Observation Rating Scales
- Interviews—Focus Groups
- Institutional Data

Selecting Assessment Methods

The following are the most important questions to ask yourself as you decide on an assessment method:

- Does the method address your assessment question?
- Will this measure answer the question you are asking?

Other considerations when selecting an assessment method:

1. **Reliability**--Is the variance in scores attributable to actual differences rather than to measurement error?
2. **Validity**--Does the instrument measure what we want it to measure? Judgment based upon evidence and/or theory that the measure will allow us to make inferences.

Most of the instrumentation that gets used currently in Student Affairs assessment has not undergone testing to determine reliability of measurement or the validity. Often we use what is called “face” validity, meaning does it make sense and look like it measures that which we want to measure.

3. **Timeliness and Cost**--How much will it cost and how long will it take to administer, score, develop, etc.
4. **Motivation**--Participants must be motivated to take their time and energy to complete an assessment measure—it must be valuable to them or they must feel some potential for gain.

Assessment Methods and Best Uses

Method	Uses
Survey	<p>Used to gather:</p> <ul style="list-style-type: none"> • Demographic information • Descriptive information • Attitudes, opinions, values • Experiences • Self-reported behaviors • Expectations, goals, needs <p>Survey Types:</p> <ul style="list-style-type: none"> • Commercially prepared, standardized instruments (NSSE, CIRP, etc.) • Internally developed
Tests	<p>Used to gather:</p> <ul style="list-style-type: none"> • Cognitive information • Thinking information • Can include written and oral presentations of materials • Can be commercial or standardized as well

Considerations in Using Surveys and Tests

- Content
- Data and Analysis
- Question format
- External credibility
- Ownership and copyright
- Development Time and Costs

Method	Uses
Performance-Based Measures including checklists	<p>Used to gather:</p> <ul style="list-style-type: none"> • Direct evidence of learning through performance <p>Types of Performance-Based Measures:</p> <ul style="list-style-type: none"> • Capstone courses/experiences • Papers • Projects • Work samples • Direct observation <p>Considerations:</p> <ul style="list-style-type: none"> • Must develop objective criteria for evaluating –called Rubrics

Assessment Methods and Best Uses

(continued)

Method	Uses
Interviews	<p>Used to gather:</p> <ul style="list-style-type: none"> • Perceptions of experiences • Stories • Opinions • Can be used to assess knowledge <p>Considerations:</p> <ul style="list-style-type: none"> • Content • Data and Analysis • Question format • External credibility • Time for analysis
Institutional Data	<p>Used to gather:</p> <ul style="list-style-type: none"> • Student demographic information • Enrollment • Retention • Migration • Ethnicity • Success in subsequent courses • Graduation • Majors • Departmental data
<p>Scoring Rubrics</p> <p>(see examples of some scoring rubrics in this section of the Appendix)</p>	<p>Used to gather:</p> <ul style="list-style-type: none"> • Often used to score subjective-type performance measures <p>Consideration:</p> <ul style="list-style-type: none"> • Involves the prior determination about how performance will be rated; what does a satisfactory rating look like

Scoring Rubric Examples

Rubrics provide the criteria that define the standards that performance will be judged against. Often rubrics represent a continuum of judgment about the performance, skill, etc. being measured.

The following examples provide different ways of looking at rubrics and check list formats. When considering using a rating scale or rubric, use language that is simple

and easily understood. The behaviors being measured must also be observable. Many models of rubrics are available on the web.

Rubrics and check lists are developed in a variety of ways. Sometimes they are developed from standards set in a discipline or best practice statements. Other times they may be developed by those who will be performing the tasks. Typically however, there are some practical standards for what constitutes good performance and it is a matter of using professional expertise and judgment to develop the rubric or check list.

For example: Rubric 1 and 2 are two examples of ways in which to measure cultural sensitivity in the workplace.

Rubric 1: Cultural Sensitivity in the Work Environment

_____ Demonstrates cultural sensitivity in the work environment rating

5. . . . Is capable of teaching others; performs without general need for supervision
but consults when appropriate

4. . . . Displays mastery of routine situations; requires periodic supervision for refinement of skills

3. . . . Requires some monitoring but responds to training and education

2. . . . Requires monitoring in cross-cultural situations

1. . . . Inadequate performance

. No basis upon which to rate

Rubric 2: Cultural Sensitivity in the Work Environment

_____ Rating

- 5. . . . Consistently capable of working across cultures
- 4. . . . Recognizes own subtle attitudes, cultural limitations, is self-aware but tolerant of own limitations and is trying to improve
- 3. . . . Recognizes and usually avoids stereotyping but struggles to be comfortable in cross-cultural interactions
- 2. . . . Is aware of the need to be sensitive to cultural differences but often doesn't see how own beliefs and behaviors show cultural insensitivity
- 1. . . . Overtly prejudiced and culturally insensitive
- No basis upon which to rate

Rubric 3: Effectively Leads a Meeting

5 = Exceptional 4 = Present most of the time 3 = Needs periodic coaching
2 = Rarely demonstrates this behavior 1 = Behavior not present

- _____ Conducts meeting according to set procedures
- _____ Listens and considers input from others
- _____ Involves diversity of people
- _____ Maintains climate conducive to meeting function
- _____ Good use of time
- _____ Balanced summary of discussion
- _____ Goals of meeting accomplished
- _____ Next steps planned

Rubric 4: Plan and Coordinate an Event

5 = Exceptional 4 = Present most of the time 3 = Needs periodic coaching
2 = Rarely demonstrates this behavior 1 = Behavior not present

_____ Involves membership

_____ Establishes plans with input from group

_____ Delegates duties

_____ Follow-up and supports those responsible for specific duties

_____ Stays within budget

_____ Gets appropriate approvals

_____ Communicates effectively with all involved

_____ Anticipates difficulties and acts to minimize

Appendix F

Oregon State University Division of Student Affairs

Departmental Assessment Plan Dates Plan Covers: _____

Date:

Department:

Director:

Assessment Contact:

Email:

Phone:

Statement of Mission: (The mission describes the purpose of the organization and the constituents served. The mission of the Department or Unit will support the missions of the College or Division and the University.)

Statement of Goals: (Program goals are overarching statements that describe what a program is trying to accomplish. Educational goals are broad statements describing what learners are expected to learn: sometimes they describe a state of being. While educational goals should be stated as specifically as possible, sometimes it is difficult to do so; as a result, goals are often a bit vague and open to interpretation. Key words that typify educational goals are: know, appreciate, understand, etc.)

Statement of Outcomes: (Outcomes are specific statements derived from the goals; they help clarify and define the meaning of the goal. **Learning outcomes** articulate the measurable expected results of an instructional activity or program effort. Outcomes are not knowing, thinking and understanding, but rather a demonstration of knowing, thinking or understanding. Outcomes describe measurable behaviors achieved using active verbs such as arrange, define, explain, calculate, design, synthesize, evaluate, etc. **Operational/business outcomes** describe those elements of a program or activity that can be counted such as: research dollars per faculty, number of students served, level of satisfaction, number of advisees, number and type of appointments with students, etc.)

Assessment Methods: (Assessment methods include the criteria, process, and tools used to determine if the intended outcomes were reached. Assessment methods articulate the target audience of the assessment, the methods and tools for data collection, criteria or targets that specify that the outcome has been met, and how the data will be analyzed. A combination of methods to measure outcomes is desirable. Assessing the effectiveness of instructional methods (lecture, team learning, discussion,

etc.) and student learning methods (note taking, reading, computer lessons, etc.) are critical components of the assessment process.)

Implementation of Assessment Plan: (This describes who is responsible, what is being assessed, how data are collected, and the timeline for assessment activities. Not all assessments must be conducted annually. A table is often useful for visualizing the process.)

Results: (Report results for each outcome based on established criteria)

Decisions and Recommendations: (Based upon the results, describe any decisions or actions taken regarding programs, policies, and services as well as improvements/refinements to the assessment process. Include a plan for assessing the effectiveness of these decisions or actions.)

Adopted by the Student Affairs Assessment Council, November 26, 2003. Revised and adopted by the Student Affairs Assessment Council and the University Assessment Council, June 13, 2006

Appendix G

Learning In The Division Of Student Affairs

Purpose

The Division of Student Affairs is committed to learning and to fostering learning in Student Affairs faculty and staff, as well as, in our various constituencies. The learning goals described in this document are designed to help align and enhance the many educational efforts that occur in our Division and to enable us to articulate our contributions to learning.

How departments operationalize these learning goals will vary from unit to unit. Yet, after departments have collected data, analyzed, and reported upon this information in the annual assessment plan documents, the reports will be used to provide evidence of our involvement in learning. As a division this information will be used to examine those areas in which we are successful as well as those areas where our learning efforts may be improved.

Context

The importance of the learning agenda for our division is embedded in our Mission and Values, is inherent in the Mission and Values of Oregon State University, and clearly supports student success initiatives.

As members of a university community, Student Affairs professionals are responsible for continuing to learn as well as being responsible for fostering learning in those with whom we interact. The underlying belief in the value of education and learning is embedded in all our services and programs. Education can lift the spirit, provide hope, foster creativity, and improve us all.

Learning is a complex process that occurs over the lifespan of every individual. Thus, as members of an educational community, our challenge is to become increasingly intentional in the delivery of services and programs that foster learning in those areas crucial for success in a global and ever-changing world.

The effective creation and application of knowledge, respect and value for self and others, ability to lead, and acquisition of skills that contribute to life long development are essential for our own success as well as the success of our students.

Division-wide learning goals provide a unifying language and common areas for learning outcomes assessment across the division. The particular learning outcomes that units will emphasize may vary from department-to-department as they become operationally defined within each department or program. As we work toward reaching these learning goals, we will gather evidence of our strengths and areas for improvement. This information will enable us to tell a more coherent story regarding the learning-centered focus of the Division of Student Affairs.

The following key areas for learning in our division were derived from the work and learning of the Student Affairs Assessment Council.

Learning Goals for Student Affairs

Effective communication

Effective communication embodies the ability to receive information, exchange ideas, present information, and convey messages in ways that are effective and appropriate to the situation and audience. This includes using suitable information sources, presentation formats, and technologies.

Healthy living

Making informed decisions and acting on those decisions that enhance both personal and community health defines healthy living. Further it includes promoting changes that create and support an environment that sustains and encourages healthy lifestyles.

Active Citizenship and Responsibility

Active citizenship and responsibility embodies effectively contributing in a variety of societal contexts at the macro and micro levels. It includes seizing opportunities to use knowledge, skill, and education to improve the well-being of self and others.

Interpersonal and Intrapersonal Competence

Interpersonal and intrapersonal competence involve both the effective management of personal/professional affairs and future development as well as the ability to collaborate, to develop and sustain meaningful relationships, to engage effectively in multicultural teams, and to live a satisfying life. It includes the myriad of skills, abilities, and knowledge necessary to flourish in a changing world.

Critical thinking and analytical skills

Critical thinking and analytical skills refer to the ability to use resources and prior learning to independently and accurately evaluate information and data from multiple perspectives. It also includes applying appropriate methods of inquiry, assessment of the quality of evidence, integrity, and the effective use of knowledge to solve problems and/or to create plans that promote success.

Attitude of Inquiry

A life-long interest in learning, embracing possibilities, and being open to new ideas defines an attitude of inquiry. Practices such as asking questions and

seeking information and making connections expands knowledge and skills that challenge perspectives, broaden horizons and foster the development of new questions and new learning.

“It is essential for any organization, academic or not, to assess the extent to which individual work contributes to collective needs and priorities. No organization can function effectively as a collection of autonomous individuals in which everyone pursues personal priorities and the overall achievements consist, in essence, of a casual, non-optimal aggregate of activities. If universities are to have the resilience and adaptability they will need in the decades to come, they must find better ways to make individual faculty member’s work contribute to common organizational needs, priorities, and goals.”

Ernest Lynton, 1998 (cited in Maki, 2004)

Learning Outcomes Process

In order to provide an explanation to departments and programs about how they can contribute to this learning effort, the following steps are provided:

1. Departments discuss and articulate learning outcomes for specific programs or areas within the department. This process is likely already happening as part of the departmental assessment planning process.
2. Again, as part of the assessment planning process, complete the **Student Affairs Learning Goals and Outcomes Grid** (provided at the end of this section). The department should determine which learning goals their learning outcomes relate to most and indicate that on the Grid.
3. These departmental grids will be compiled in order to tell the Division of Student Affairs learning story.
4. After departments have collected data, analyzed, and reported upon this information in the annual assessment plan documents, the reports will be used to provide evidence of our involvement in learning as well as to allow us as a division to examine those areas in which we are successful and those areas in which we could better focus our learning efforts.

Departmental Learning Outcomes Mapped on the Grid

Student Affairs Learning Goals

- | | |
|--|---|
| A. Effective Communication | D. Interpersonal and Intrapersonal Competence |
| B. Healthy Living | E. Critical Thinking and Analytical Skills |
| C. Active Citizenship and Responsibility | F. Attitude of Inquiry |

Outcomes (Examples)	Learning Goals					
	A	B	C	D	E	F
Registrar's Office						
1. Students will utilize the on-line Student Information System to access available courses and build their own schedule.				X		
Career Services						
1. Students will effectively organize and document their qualifications in their resumes submitted to employers.	X					
Student Health Services						
1. Peer Health Advocates will demonstrate effective presentation skills in one area of health.	X					
Student Involvement						
1. Students in student organizations will interact successfully with others who differ from them.	X		X			
2. Student government leaders will generate solutions to problems based upon assessment of issues, information, and dialogue with multiple constituents.					X	
3. After training, Greek leaders will articulate the issues and problems faced by resident assistants and ways to intervene with membership.	X		X			
SOAR						
1. After completing START, students will be able to identify offices and resources that can assist them in being academically successful.				X		
Student Affairs Research and Evaluation						
1. Assessment Council members will demonstrate increasing levels of knowledge about assessment which will be used to ask more sophisticated questions.					X	X
OSU National Coalition Building Institute (NCBI)						
1. Participants in workshops will become aware of issues of oppression and privilege which will challenge previously held beliefs.					X	X
Financial Aid						
1. After parent orientation sessions, they will know how to use the FA website to get information about FA deadlines, forms, etc.				X		
EOP						
1. Students taking math in EOP will increase their math placement test scores by x%.				X	X	
Housing and Dining						
1. RA's in Weatherford Hall will be able to apply entrepreneurial principles to their educational efforts			X		X	
Memorial Union						
1. Student workers will demonstrate good working habits (defined in a rubric).				X		
Minority Education Office						
1. Students will identify multiple resources on campus for support for their personal and academic success.				X		
Services for Students with Disabilities						
1. Faculty will report an increased knowledge of Universal Design and Universal Design for Instruction principles as a result of workshops.	X		X			

**Oregon State University
Student Affairs Learning Goals and Outcomes Grid**

Date: _____ Person completing form: _____

Learning Goals

- | | |
|--|---|
| A. Effective Communication | D. Interpersonal and Intrapersonal Competence |
| B. Healthy Living | E. Critical Thinking and Analytical Skills |
| C. Active Citizenship and Responsibility | F. Attitude of Inquiry |

Learning Outcomes	Learning Goals					
	A	B	C	D	E	F
Department Name:						
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
Additional lines can be added as needed. See Student Affairs Research and Evaluation Web page for electronic copy of this form. http://oregonstate.edu/admin/studentaffairs/assessment/index.html						

Assessment Council Statement

Learning goals for the Division of Student Affairs resulted from the collaborative work of the Assessment Council during the summer of 2005. Our work was informed by our learning and the synergistic energy of committed and thoughtful people with a vision to create the kind of learning environment that we desire for ourselves and our students. We hope that our work will help to align and enhance the many educational efforts that occur in our Division.

2005



Appendix H Quality Service Dimensions

The quality of services provided in Student Affairs have been a consistent part of assessment in the division. Yet, we have tended to only assess satisfaction with the service rather than whether we are providing quality in service based upon the perceptions and expectations of our various constituencies. While some may argue that satisfaction and quality services are the same, the research listed below argues that satisfaction is a less reliable way in which to measure quality. The following dimensions of service quality as well as the methodology suggested for measuring these dimensions are adapted from the following research articles:

Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1985). A conceptual model of service quality and its implications for future research. Journal of Marketing, 49(Fall). 41-50.

Parasuraman, A., Berry, L. L., & Zeithaml, V.A. (1991). Refinement and reassessment of the SERVQUAL scale. Journal of Retailing, 67(4). 420-450.

Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1988). SERVQUAL: A multiple-item scale for measuring consumer perceptions of service quality. Journal of Retailing, 64(1). 12-40.

Zeithaml, V.A., Parasuraman, A., & Berry, L. L. (1990). Delivering Quality Service: Balancing Customer Perceptions and Expectations. Free Press.

Service Quality Dimensions

Dimensions of Service Quality	Ideas for Questions to Ask
<p>Tangibles Appearance of physical facilities, equipment, personnel, printed and visual materials</p>	<ol style="list-style-type: none"> 1. Up-to-date equipment 2. Physical facilities visually appealing 3. Employees well dressed and appear neat 4. Materials associated with the service (e.g., pamphlets, brochures, web pages, etc.) visually appealing
<p>Reliability Ability to perform promised service dependably and accurately</p>	<ol style="list-style-type: none"> 1. Keeps promises 2. When constituents have problems, service shows sincere interest in solving problem 3. Service performed right the first time; dependable service 4. Keep accurate records 5. Performs service on time

Service Quality Dimensions

(continued)

Dimensions of Service Quality	Ideas for Questions to Ask
<p>Responsiveness Willingness to help constituents and to provide prompt and timely service</p>	<ol style="list-style-type: none"> 1. Gives prompt service 2. Provide accurate information on when service will be performed 3. Willingness to help constituents 4. Never too busy to respond to constituent's request 5. Public situations treated with care and seriousness
<p>Competence Possession of required skill and knowledge to perform service</p>	<ol style="list-style-type: none"> 1. Appear to know what they are doing 2. Materials provided appropriate and up to date 3. Use technology quickly and skillfully 4. Service provided without fumbling around
<p>Courtesy Politeness, respect, consideration and friendliness of personnel</p>	<ol style="list-style-type: none"> 1. Pleasant demeanor of staff 2. Considerate and polite 3. Observation of constituent property, values, culture 4. Refrain from acting busy to avoid constituents interaction
<p>Credibility Trustworthiness, believability, honesty of the service provider; having the best interest of the constituent at heart</p>	<ol style="list-style-type: none"> 1. Reputation of organization 2. Guarantee its services 3. Information accurate and consistent with other reliable sources
<p>Security Freedom from danger, risk or, doubt; appropriate confidentiality</p>	<ol style="list-style-type: none"> 1. Records safe from unauthorized use 2. Constituent confidence that service done accurately 3. Premises free from danger 4. Safety conscious environment
<p>Access Approachability and ease of contact</p>	<ol style="list-style-type: none"> 1. Ease of using service 2. Ease of reaching staff member <ul style="list-style-type: none"> --in person --by phone --by email 3. Convenience of service point locations 4. Ease of talking to a staff person
<p>Communication Listening to constituents and acknowledging their comments; Keeping constituents informed in a language they can understand</p>	<ol style="list-style-type: none"> 1. Listens to constituents and shows concern 2. Explain clearly various options available to constituents 3. Avoid using technical jargon 4. Keep constituent informed 5. Call constituent if appointment cancelled

Service Quality Dimensions
(continued)

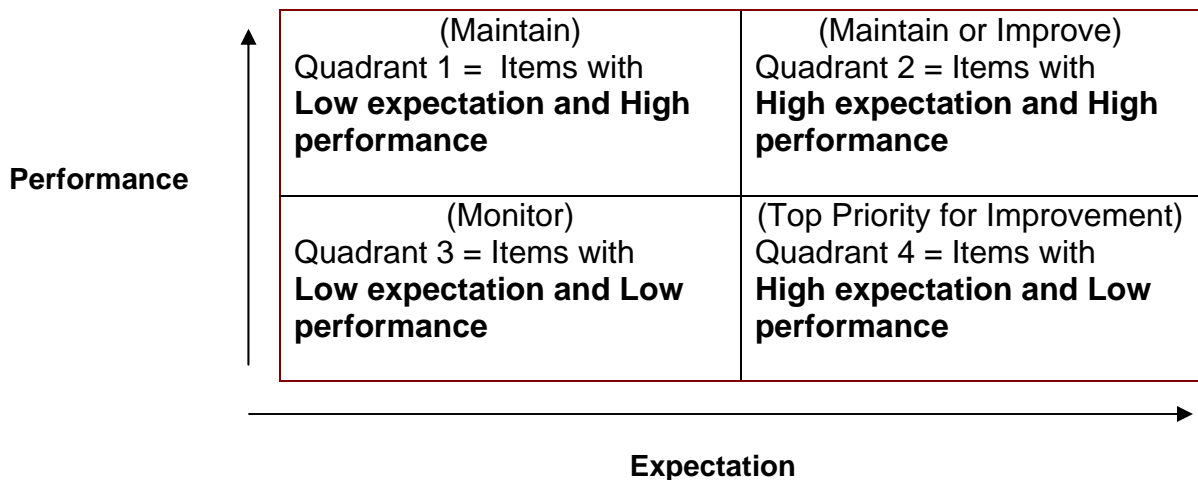
Dimensions of Service Quality	Ideas for Questions to Ask
Understanding the Constituent/Empathy Making the effort to know the constituents and their needs; providing individualized attention; recognizing repeat users	1. Recognize regular constituents and address them by name 2. Level of service and cost consistent with client requirements 3. Service providers flexible enough to accommodate client's schedule 4. Attempt to determine specific needs of constituents

This chart adapted from a chart developed by E. Daniel at UNCC

While ten dimensions are listed above with sample areas for questions, researchers have also used only 5 of the dimensions (Tangibles, Reliability, Responsiveness, Credibility, Empathy) with a total of 22 questions regarding expectations and then 22 questions concerning constituent perceptions. The time it takes to answer the 44 questions is about 10 minutes. The five dimensions listed in the previous sentence are thought to be the most powerful in terms of quality service.

A gap analysis has then been used to determine the difference between constituent expectations and their perceptions of the service that they received. This has allowed services to target those areas for improvement that are highly valued or that have high expectations from constituents but that may be performing below that expected in terms of constituent perceptions. It has also allowed service providers to determine those areas of most importance and lesser importance for constituents in terms of service quality.

For example: Gap scores can be plotted into the following quadrants:



- ___6. XYZ department is rarely too busy to respond to student requests promptly
- ___7. Employees in XYZ department are always considerate
- ___8. XYZ employees are well-dressed and neat
- ___9. XYZ department rarely can tell students exactly what the procedures are
- ___10. Students can trust the employees of this department
- ___11. Students rarely receive individual attention
- ___12. XYZ department's operating hours of 8am—5pm are convenient.

Scoring

Statements 1-2, 8	Tangibles
Statements 3-5	Reliability
Statements 6, 12	Responsiveness
Statements 9, 10	Credibility
Statement 7, 11	Empathy

Procedures (simple procedures)

1. Compute the “gap” for each statement pair for each subject
 $\text{Score} = \text{Perception score} - \text{Expectation score}$

You can also:

2. Compute the dimensions scores for each respondent by averaging the gap score over relevant number of statements. And/or
3. Derive respondent's scores in the following way:
 $\text{Unweighted scores} = \text{Sum the scores for the 5 dimensions and divide by 5}$

Weighted scores

Tangibles*	(Tangibles Weight/100)
Reliability*	(Reliability Weight/100)
Responsiveness*	(Responsiveness/100)
Assurance*	(Assurance/100)
Empathy*	(Empathy/100)

4. Derive the total score for each Dimension by totaling the scores and dividing by the number of respondents. That will give you the average score for that dimension.

Note: Further explanation of this process may best be done in a consultation specifically designed for the purpose of designing your questionnaire and determining how data should be obtained and entered in a database in order to make this process easier.

For more information on this method of assessing services or for help in using this process, contact Rebecca Sanderson at 737-8738.

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A 2005 Student Information Form with various sections for personal and academic information. The form includes fields for name, address, phone, and high school information. It also has sections for SAT/ACT scores, citizenship status, and intended college. The form is filled out with handwritten information and has a grid for marking answers.

For more information contact:

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Additional assessment information and links to resources can be found at:

<http://oregonstate.edu/studentaffairs/assessment/index.html>

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