

**Oregon State University
Student Affairs Research and Evaluation**

**Assessment
July, 2003**

Administered via email during a 3-week period in July, 2003.

Number of Individuals Surveyed: 39 (Student Affairs Assessment Council and Student Affairs Department Heads)

Number of Returned Surveys: 20

Return Rate: 51%

A. Please indicate those services that you have used and the degree to which you were satisfied.

Service	% Used	% Somewhat or Very Satisfied
1. 2002 National Survey of Student Engagement Report	77.8	100
2. 2002 Cooperative Institutional Research Program Freshman Survey Report	77.8	100
3. PowerPoint presentation on 2002 National Survey of Student Engagement	50.0	100
4. PowerPoint presentation on 2002 Cooperative Institutional Research Program Freshman Survey	44.4	85.7
5. OSU Perspective (quarterly newsletter)	77.8	92.9
6. Student Affairs Research and Evaluation Web Page (http://oregonstate.edu/admin/student_affairs/research/res_introduction.html)	44.4	75.0
7. Assessment articles and resources sent via email	83.3	100
8. Consultation on assessment project or survey	61.1	100
9. Presentation on assessment related topic	44.4	100
10. Other (please specify below)	11.1	100

B. The work of the Student Affairs Research and Evaluation Office has:

	Percent—Degree of Influence	
	Frequently = 1 Occasionally = 2	Rarely = 3 Never = 4
1. influenced my department to discuss departmental assessment issues	Frequently = 41.2 Occasionally = 47.1 Rarely = 11.8 Never = 0	Mean = 1.7 Median = 2.0
2. influenced my department to reassess our involvement in assessment	Frequently = 29.4 Occasionally = 52.9 Rarely = 11.8 Never = 5.9	Mean = 1.9 Median = 2.0
3. influenced my department to introduce available data into our planning process	Frequently = 17.6 Occasionally = 58.3 Rarely = 23.5 Never = 0	Mean = 2.1 Median = 2.0
4. influenced my department to devote more time and resources to assessment	Frequently = 43.8 Occasionally = 31.8 Rarely = 18.8 Never = 6.3	Mean = 1.9 Median = 2.0
5. influenced my department to use data that is available for decision-making	Frequently = 11.8 Occasionally = 47.1 Rarely = 29.4 Never = 11.8	Mean = 2.4 Median = 2.0

C. Comments:

The Office of Student Affairs Research and Evaluation has provided numerous resources and abundant data to support the assessment work at OSU. In working on the first draft of a more useful and complete assessment method for the department I represent, I find wonderful “templates” and guidance for beginning the process because of the work of the Office of Student Affairs Research and Evaluation. It is greatly appreciated!

Our department has made an effort to develop an effective assessment tool and strategy, and to instigate change and improvement as a result of the assessment data. Although our intentions are good, assessment tools and strategies are not as well planned, thorough, and documented as we would like. We’re committed to continuing the process, improving our assessments, and meeting the expectations of the University and Division of Student affairs related to assessment.

It would seem to me that the amount of time devoted to assessment is way too much. Do we need a full time position for this effort? Why don’t we use the money for the position in an area where we re short handed and in need of more human resources? Let’s keep assessment simple because, for the most part, we know what we are doing. We know our students. Yes, it’s good to have some idea about the conditions of our division/university. But, it’s overemphasized.

I would find the articles to be more helpful if you would provide a synopsis or a couple of lines about what you believe is most salient and interesting for our division. You have clearly read them and found them interesting and relevant, I would love to gain the benefit of your time investment and this would be the most helpful way for me to do so.

Also doing a great job with leadership of assessment council. I especially appreciate consulting and resources in Rebecca's brain.

Thanks for the service and work you do!

SARE has brought more conversation to the table but few changes in actions.

Although my department did not use your consultation this year, I appreciate knowing it is available. We will likely access the service you provide in the future.

Our department is already doing a fair amount of assessment but could benefit by integrating it more fully into our planning and decision-making process.

Excellent work!

Very helpful!

SOAR needs to improve outcomes assessment of Footsteps and Odyssey.

Might be nice to do something on parents during START.

Good stuff!

I really don't like the look of the web site. The content is very helpful, but the look is distracting.

Articles, etc., very helpful, but a lot to manage given my current commitments. Don't stop sending though.

Having Rebecca available for consultation, advocacy, and support has been a wonderful resource for UHDS. She has brought a great deal of energy, credibility, and professionalism to the position!

I am very satisfied with the level of influence the Student Affairs Research and Evaluation Office has provided our department.

Thank you so much for assisting my unit in understanding and utilizing assessment/evaluation in our practice!

I see this as speaking broadly for the division, incorporating all department areas for planning and improvement and speaking to an overall plan.

Thanks for the support. Very important to Student Affairs.

While I have not formally used some of the surveys in presentations necessarily. The information presented has made me much more aware of where our students are at. It cleared up some misperceptions, etc.

Rebecca, you are doing a great job. Thanks!

I found the newsletter to be interesting. I suggest you use the word "prospective" (rather than "perspective") when referring to students who may attend OSU in the future. I know this is one of those errors that spell check won't catch.

Departmental Needs

Would be helpful to have common questions to ask that would assess this. We made up some questions to get at this, but aren't sure the questions are the best.

Training in how to identify and capture outcomes, rubrics?

Need more data about non-users.

Need needs assessment.

May need some help in data analysis and reporting of assessments—do far okay—if more advanced, may need to do more.

Need help in attributing learning to any particular program.

Need: satisfaction assessment, student learning outcomes assessment. Don't need data about users of services (old thinking), Needs assessment, reporting results of assessment. Sometimes need using assessment results in program planning and improvement.

Need technical support (formatting, scanning process, data input) analysis and interpretation of results/data.

Distribution/communication plan and implementation to broad audience.

Need training and education of "best practices" in assessment for our staff.

Update of research methods in this area.

Satisfaction assessment: We want to further develop strategies and instrument for assessing all aspects of our programming.

Student learning outcome assessment: We need to be able to provide more qualitative and quantitative data to tell our story of how our programming is impacting student academic success and educational attainment.

Needs assessment: As we engage in conversations with potential new partners, it would be very helpful to have materials that would help to guide such discussions.

Need exposure to any new survey instruments.

Need help in developing our own needs assessment instruments as well as ability to analyze and interpret data.

Need most effective ways to use results; helping novices feel empowered in using results in program planning and improvement.

In all cases, need time adjustment and financial resources to conduct assessment. 1, 2, and 3 could be done fairly easily. 4 and 5 may require additional consultation.

Direction and formulation of a tool to guide our efforts in gathering data specifically related to learning outcomes in non-academic areas.

Would like dedicated computer assistance to format surveys and scan/analyze data.

Assistance in how to include learning outcomes assessment in other on-going assessment.

Assistance in data analysis.

Our department needs more interest in the perceptions of students.

We need to decide on the learning outcomes we want to assess and how to assess them.

Need assistance in writing reports for action vs. writing reports for information purposes.

Buy-in seems to be our biggest hurdle.

Better returns from our students—need new ways of reaching and encouraging them to fill out and return surveys.

Satisfaction assessment: Update service provider satisfaction assessment tools. Improve student satisfaction assessments by including questions that measure the interface between departmental, college, student organizations, and university-sponsored events and the quality of accommodation services provided for those events. Update the assessment to include recently implemented services and technology advances. Determine how often and when the assessments will be done; established continuity and regularity in conducting assessments.

Student learning outcomes assessment: This is basically a “start from scratch” area. However, training and resources provide through the Assessment Council and the Office of Student Affairs Research and Evaluation provide the framework for the development of this assessment.

Data about users of services: Currently data about race/ethnicity, gender, and disability by category is collected. Ideally, it seems that in addition to questions targeting specific data relevant to the services offered within a department, data collection about the users of services should have some consistency in categories throughout the Division of Student Affairs and University student surveys.

Needs assessment: This is a weak area in our assessment process. To date, we have been more focused on satisfaction with the services we provide. {needs assessment” currently happens informally, as students share their concerns and stories during coaching sessions and meeting with staff members, and as we review assessment data. Questions must be developed for our assessment that will elicit information about students’ needs other than those related to the services we currently provide.

Reporting results of assessment: investigate current options at OSU for calculating assessment data. If need be, developing a system (database?) that would allow us to quantify the results of the assessments in a way that meets our needs. Improve the rating scale currently use to more accurately elicit valid responses.

Using assessment results in program planning and improvement: To date, the discussions of needs based on the results of surveys have occurred within or department. Changes in procedures have been implemented, We need to develop a more formalized process of goal setting implementation and documentation of changes to our procedures/services as a result of data collected from the assessment.