

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

**Assessment
July, 2004**

Administered via email during a 3-week period in June-July, 2004.

Number of individuals surveyed: 41 (Student Affairs Assessment Council and Student Affairs Department Heads)

Number of returned surveys: 14

Return rate: 34%

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

(1 = very dissatisfied, 2 = somewhat dissatisfied,
3 = somewhat satisfied, 4 = very satisfied)

Service	Used	Somewhat Satisfied or Very Satisfied	Mean/Median
1. 2003 National Survey of Student Engagement Report	50%	83%	Mean = 3.1 Median = 3.0
2. 2003 Cooperative Institutional Research Program Freshman Survey Report	57%	100%	Mean = 3.4 Median = 3.0
3. 2003 Your First College Year Report	36%	100%	Mean = 3.5 Median = 3.5
4. 2003 Faculty Survey of Student Engagement Report	43%	100%	Mean = 3.1 Median = 3.0
5. PowerPoint presentation on 2003 National Survey of Student Engagement	36%	80%	Mean = 3.2 Median = 3.5
6. Presentation on CIRP, NSSE, YFCY, or FSSE	36%	100%	Mean = 3.5 Median = 3.5
7. OSU Perspective (quarterly newsletter)	100%	92%	Mean = 3.7 Median = 4.0
8. Student Affairs Research and Evaluation Web Page (http://oregonstate.edu/admin/student_affairs/research/res_introduction.html)	50%	71%	Mean = 3.3 Median = 4.0
9. Assessment articles and resources sent via email	93%	92%	Mean = 3.3 Median = 3.0
10. Consultation on assessment project or survey	93%	92%	Mean = 3.8 Median = 4.0
11. Presentation on assessment related topic	64%	89%	Mean = 3.7 Median = 4.0

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

	1=Never, 2=Rarely, 3=Occasionally, 4 = Frequently
1. influenced my department to discuss departmental assessment issues	Frequently = 50% Occasionally = 43% Mean = 3.4 Rarely = 7% Median = 3.5 Never = 0%
2. influenced my department to reassess our involvement in assessment	Frequently = 64% Occasionally = 36% Mean = 3.6 Rarely = 0% Median = 4.0 Never = 0%
3. influenced my department to introduce available data into our planning process	Frequently = 14% Occasionally = 71% Mean = 3.0 Rarely = 14% Median = 3.0 Never = 0%
4. influenced my department to devote more time and resources to assessment	Frequently = 64% Occasionally = 36% Mean = 3.6 Rarely = 0% Median = 4.0 Never = 0%
5. influenced my department to use data that is available for decision-making	Frequently = 14% Occasionally = 64% Mean = 2.9 Rarely = 21% Median = 3.0 Never = 0%

Comments:

Assessment articles and resources sent via email—sometimes so many I feel overwhelmed and either don't read them fully or don't know what to do with the info.

The assessment plan we've worked on this year will really help, but in our area we need to restructure time for employee to put more focus on assessment. Next year we need to work on getting more tangible data and report our results.

We could still use help with all of the above: student learning outcome assessment, Assessment methods, Data management/analysis, Reporting of results, Using assessment results in program planning and improvement.

Our department has been receiving what it needs in order to further our efforts in developing/identifying student learning outcomes. The information provided by SARE, the workshops, and the working sessions in the Assessment Council are very helpful. I think the key here is just practice and having the ability to receive feedback on our efforts.

We could use more training on creating useful instruments (how to draft questions that "get at" what we're looking for" how to correctly document interview and other kinds of data that can't be quantified (or can they be?); help in broadening our kinds of assessment.

Thanks again, Rebecca, for your tireless efforts. You're a wonderful mentor and teacher!

Excellent services; very satisfied when I/we use them.

Student learning outcome assessment: Standard format and approach for all Student Affairs depts. would be helpful.

Readings, other resources on the basics of understanding qualitative and quantitative research, and conducting such research.

Training program for SPSS.

Templates/formats to use in reporting results of assessment; tips and suggestions for effectiveness.

The services and information that you and your Committee provide are invaluable and timely. We in Student Affairs need to embrace the use of data and assessment more deeply and make it a standard part of our work.

Need practice and time to read the resources, time to learn, time to do, and time to practice.

Support and encouragement has been outstanding. I really appreciate that Rebecca keeps an eye out for resources/articles/examples and forwards them accordingly. I most appreciate that Rebecca has “met people where they’re at” in terms of learning/ability and encouraged growth from that point. Also appreciate the space to be not perfect with progress or plans and willing to give concrete suggestions.

I’m not sure “becoming familiar’ with services is the same as “using” them, but hearing presentations, and using information as resources has been very useful to my learning. Seeing more of the bigger picture will be critical to our office in assessment planning.

Assessment methods: these might be the most important first steps for us this year as we decide what goals(s) and initiatives to realistically pursue. All 5 areas are important to our office. Also, we will need to look at learning outcomes assessment in a broader way than just students.

We need to enhance our skills in couching the work of our department in the language and framework that will garner greater support for what we do.

It would help us to know the best ways of reporting our results so that their validity and value resonate with end users.

Need help in reporting results of assessment.

Need guidance in terms of clarification and planning for assessment activity. Need guidance in understanding most applicable tools. Need review and suggestions in terms of data management/analysis and reporting.

As we have discussed, OSU’s dual enrollment programs create a substantial research agenda related to student satisfaction, persistence, and degree completion.

We need to find new ways to bring student outcomes assessment into direct alignment with enrollment goals and programs. Let’s find an opportunity(s) for you to meet with the Strategic Enrollment Management Group.

Need additional training for all staff on student learning outcome assessment.

Survey research design and, even more so, methodology other than surveys.

Integrating data collection into program development.

The coordination of the Assessment Council and the shared learning processes that happen during those meetings is very effective. I appreciate the open structure of the meetings and find that much of what is learned there I take back to my department. Rebecca has shown great initiative with this group.

Rebecca—you have been very willing to present on/help with research—thank you.

Continued training on assessment methods and the best ways to do it—continued consultation opportunities.

Continued training opportunities and feedback on current methods.

I think we need more work with the products like the NSSE as it focuses SA and the direction and mission of both SA and the campus overall. While this may have been beyond the scope of SA evaluation initially, it sets the tone and helps us focus, strategically, on areas of prime interest. I think we all need to do a better job of articulating the roles of each of us in the mission—not just lip service—and how we help each student to achieve their and their families goals. This is part of linking campus-wide.

We need a better sense of the roles of college students with our program and the essential aspects of their skills and participation we require for effective programs. Then we need to find resources, people, time and money to provide a better data collection effort. We need to find methods other than surveys that help us get at these essential elements and find ways to measure these that don't undermine our programmatic mission.

We need partners in supporting assessment through funding, expertise and in helping us define those aspects that are supported by research. These partners may be on campus or may be regional or national. We need to build "focus groups" or boards of advocates that support our program and give us comments on how well we are doing. We want to build a broader connection to CSSA programs to support programs design, outreach, and assessment.

We need money and time to fund numbers crunching and report generation. A fund for a student position would help, as would a person interested in research that supports our use of assessment in program design.

We need articulation for a focused report from leadership at the highest levels as to the strategic planning of efforts so that reporting reflects a concerted rather than an annual broad effort. What is the story we are trying to tell, do we have specific targets, an important task for the biennium, and how does the data support our, and SA, in a total story that supports combined efforts.

Using assessment results in program planning: We do this well but we're finding new ways to use what we're learning to define and refine efforts. This is the most useful aspect of assessment, in program evaluation, design and reflection. Really, these are beyond assessment and venturing into evaluation and planning.

We would like to see better articulation of the role of assessment in strategic planning for university-wide efforts that support student learning, retention, and deals with campus climate issues.

We use data a lot and the focus specifically on students learning is such a small piece of the overall conversation it has not greatly influenced our use of data to make decisions. It has, in the narrow context of the role of college students in our programs, supported and ongoing need to reflect on their experiences in light of their broader education here at OSU.

I think the conversation is just beginning. I see many positive aspects of the focus on students' learning and student-centered outcomes but there are other closely related areas that need integrated attention. Staff learning and outcomes, using assessment tools to inform practice, linking practice and research in a more elegant way. And then a broader picture where groups and departments develop true evaluation plans that build on all these areas—from research and past practice, to defining goals and objectives for further reflection, and assessing the outcomes that are most important to the university mission. Moreover, ultimately linking this back to strategic plans articulated from the top in terms of leadership to each worked as an element of a coherent plan, mission for the university.

I would suggest developing working team who take on specific tools or strategic tools or strategies together. There are groups who are further ahead who could provide time and support for like-minded programs. It seems a useful development, particularly as these becomes presenters at the symposium. And this would expand the overall focus to a more reiterative project that includes conversations on design implementation, measurement and reflection. We are focusing on defining and measuring somewhat out of context.

Like the individual help and encouragement.

Need help in buy-in from staff. A further understanding that this isn't something new but an enhancement of what we already do. To glean meaningful data and to articulate our story. Just beginning to use assessment results in program planning and improvement.