



Division of Student Affairs 2016-17 Annual Report

The Division of Student Affairs enhances learning and strengthens the educational experience of Oregon State University students. In five Domains of Learning and Service, we impact students' health and well-being, foster global awareness and empathy, guide students in their career exploration, and create leaders who are engaged citizens.

During the 2016-2017 academic year, our new strategic plan was completed and implemented through five thematic goals: transformative learning, community and belonging, well-being, resource stewardship, and professional learning. Through a series of term-based reports from each department, we were able to monitor the progress towards our strategic plan goals and create baseline numbers for our division-wide metrics. These metrics will partially inform the progress towards the five goals in our strategic plan.

The contribution of the Division of Student Affairs to OSU's strategic plan 3.0 are as follows:

1. Goal: Provide a transformative educational experience for all learners:

Enhance the learning environment to raise and equalize student success

The Division of Student Affairs offered nearly 4500 programs or events during the 16-17 year. These programs were categorized into our five Domains of Learning and Service. These programs ranged from large-scale events to smaller, more focused events for fewer students meant to promote deeper learning.

During fall term of 2016, 75% of the Corvallis student population interacted with a Student Affairs program at least once. During winter term of 2016, 72% of the Corvallis student population interacted with a Student Affairs program at least once, and during spring term of 2017, 72% of the Corvallis student population interacted with a Student Affairs program at least once. Over the course of the academic year, 89% of the Corvallis student population interacted with a Student Affairs program at least once.

One department, University Housing and Dining (UHDS), offered programs (589) in all five of the Domains of Learning and Service throughout the academic year, directly enhancing our co-curricular efforts through our first year live-on requirement. These programs engaged a large proportion of our on-campus residents, but, importantly, these residents participated in programs across the division, not just within this single unit.

Highlights:

Within UHDS, assessment data from our Academic Learning Assistant (ALA) program reveals that the program was a success in both reach and impact. ALAs logged over 1400 contacts over the course of the year, 842 of which were unique individuals. Of those students reported to have had an interaction with an ALA, 94% reported that they would recommend working with an ALA to others in their residence hall and 89% reported that their ALA had a positive impact on their academic success.

Diversity and Cultural Engagement (DCE) hosted affinity and end-of-year celebrations which highlighted the kinds of transformative learning that we seek to advance through our programming. Students shared a number of stories about the insights and wisdom they gained via our programs, advising, and spaces offered through DCE.

Finally, the Student Affairs Communication and Marketing department created and maintains the OSU Experience website (<http://experience.oregonstate.edu>), which is organized by the Division's five Domains of Learning and Service. The site aims to connect students with co-curricular programming and transformational learning experiences. The domains — with their emphasis on student well-being, diversity and belonging, civic engagement and leadership development — tie closely to the strategic plan goals.

Enhance and ensure the success of international students

The ASOSU Office of Advocacy focused on one specific challenge facing students of diverse identities who access our services: the disparate impact of academic misconduct cases on international students. It is a critical issue to students' sense of community and belonging. While we have collaborated with students, professors, and other faculty on this issue, the problem remains intractable. The disparate impact of academic misconduct cases could be described as a "wicked problem." No single stakeholder can solve the problem, and because the interests of professors and students are divergent, there may not be a consensus-oriented solution. Reflecting on the academic year, we made progress by having the student voice included in the university's rewrite of the academic misconduct process. However, it also became clear that the process is not a complete solution to the issue.

Enhance Our Comprehensive Healthy Campus Initiative

Childcare and Family Resource childcare sites enable student parents to feel a part of the larger student experience. For example, students can access child care at Dixon Recreational Center or attend sporting events during non-traditional hours in the evenings or on weekends without incurring additional child care costs. Through creating accessible opportunities for exercise, student parents have the ability to decrease stress and increase sleep—two well researched outcomes of physical exercise.

Of the CAPS winter term clients who were asked to respond to the statement "counseling has helped me improve my overall well-being", 32% strongly agreed, 51% agreed, and 15% slightly agreed (totaling 98%). CAPS also has clinical outcome data, based on standardized session outcome measures that clients take prior to each therapy session, which measure a variety of symptom factors. According to this data, in the past year 30% of CAPS clients experienced a statistically reliable reduction in their depressive symptoms, 26% experienced a statistically reliable reduction in their anxiety, and 32% experienced a statistically reliable reduction in their substance use. Of the CAPS spring term clients who were asked to respond to the statement "counseling has helped me improve my overall well-being", 29% strongly agreed, 50% agreed, and 18% slightly agreed (totaling 97%). According to the spring data, during the spring term 25% of CAPS clients experienced a statistically reliable reduction in their depressive symptoms, 31% experienced a statistically reliable reduction in their anxiety, and 77% experienced a statistically reliable reduction in their substance use. These are the most common areas in which students experience distress; it is reassuring to see that for many students, their functioning in these areas reliably improves which they are participating in treatment at CAPS.

The Violence Prevention team reached over 3,000 students with its marquee program, Beavers Give a Dam; a 300% increase over the previous year's reach. In addition to increases in participants' knowledge and decreases in rape myth acceptance, 91% of them think they can personally help prevent sexual violence on campus and 94% of them feel confident performing bystander intervention after participating in the program.

The Prevention & Advocacy Coalition, charged by the Vice Provost of Student Affairs and executive director of Equal Opportunity and Access (EOA), has worked to shape campus climate through high-level environment and policy changes as well as strategic and coordinated campus-wide efforts related to the interconnected topics of alcohol and drug prevention, violence prevention, and survivor advocacy.

In the 2016-2017 academic year, the Coalition advanced a number of key initiatives:

- Implemented OSU's first Sexual Violence Campus Climate Survey in partnership with EOA (presented to the President's Cabinet in conjunction with the Title IX officer for the university in August 2017)
- Launched the large-scale event, WOW Fest, to be implemented for the first time this fall as a booster to required online education
- Elevated the need for advanced hazing prevention and awareness, kicking off the first meeting of this university-wide workgroup this summer
- Hosted a campus and community town-hall to showcase advances in our environmental strategies, increased community readiness to engage in subsequent discussions on such things as tailgating policies, on-campus service policies, a place of last drink study, and others

The Human Services Resource Center helps provide basic needs to OSU's low-income students. Over 40% of OSU students have "unmet need" (financial aid has not given them enough resources to pay all their school and living expenses). Having a conveniently located food pantry that emphasizes fresh produce helps many students keep their financial head afloat while they focus on their academic goals. Similarly, our emergency housing resource helps students secure short-term housing quickly.

Through Student Health Services, we continue to maintain the most robust immunization requirement of any college or university in Oregon. Given the meningococcal outbreak, we successfully gained approval to add Meningococcal B to the list of mandated vaccinations for incoming students for fall 2017 and winter 2018. This is a critical move to protect incoming students who will be entering a campus community where this bacteria is known to exist.

Finally, for our on-campus dining options in the residence halls, we strive to build menus that are healthy by design (using wholesome ingredients and foods made from scratch) to make healthy choices easier for students to select. Our average customer is motivated by taste over health- so taste is critical in execution of healthy menus. We know anecdotally that many students perceive the 5-4-1 restaurant as "healthy" because it is a natural and organic restaurant but do not realize the abundant healthful options available in all of dining services. This is an area where further assessment is needed to better understand the way in which we can best intervene.

2. Goal: Demonstrating leadership in research, scholarship and creativity while enhancing preeminence in the three signature areas of distinction.

Increase the quality, capacity and impact of graduate programs

A number of professional faculty teach within the College Student Services Administration program in the College of Liberal Arts. This program has deep historical roots at OSU, and provides unique opportunities for graduate students to get experience working throughout Student Affairs as well as outside of the division in other areas at OSU.

In other ways advance leadership in research, scholarship and creativity.

For the second year, in partnership with the Valley Library and the national organization Student Affairs Assessment Leaders, we have published the *Journal of Student Affairs Inquiry* through the Research, Evaluation, and Planning office. The themes for 2016 and 2017 editions were “how is inquiry in Student Affairs uniquely positioned to answer calls of accountability and improvement in higher education?” and “what role, if any, does student affairs inquiry have in equity work across college campuses?” The *Journal* is available here: <https://jsai.scholasticahq.com/>. The *Journal* is used by a wide variety of student affairs professionals across the country to inform their scholarship and practice.

3. In addition to these goals, the Strategic Plan also establishes a commitment to three essential features of our OSU.

Please provide a summary of key initiatives that align with these commitments:

Enhancing diversity - Increasing diversity of faculty, staff and students

The Division of Student Affairs was heavily involved in creating a short online course for all entering OSU students titled “Creating Inclusive Community.” A committee of faculty, students, and staff designed the course content with oversight from the Office of Institutional Diversity, Undergraduate Studies, and Student Affairs/Diversity and Cultural Engagement. OSU’s PACE created the online learning format. The intent behind this module is that regardless of students’ backgrounds, they will learn how OSU celebrates diversity and inclusion in its many forms.

Stewardship of resources - Enhancing resources through private philanthropy

The Career Development Center (CDC) successfully pursued and secured external funding of \$223,100.00 to fund two additional positions within the CDC to increase employment and career development opportunities at OSU. One of these jobs developed 40 new positions in the community; generating more than \$180,000 of earning within the 16-17 AY (over \$300,000 annually). Career Fair fees were increased 15% this year creating 15% more in revenue of just over \$318,000 for MSA017 to accommodate for percentages of staff salaries charged to this index. 574 unique employers came to campus in the 2016-2017 academic year to interact with the CDC for an average of \$555 in revenue per employer.

In total, Student Affairs raised approximately \$3 million in gifts to the OSU Foundation.

A highlight includes:

The Center for Fraternity and Sorority Life (CFSL) was fortunate to have a gift pledged in winter 2017 to the department, dedicated to leadership development funding. This gift will allow for a significant

expansion of leadership programming that will impact all fraternity/sorority chapters. We will continue to engage in visits with alumni and take advantage of chances to meet fraternity/sorority alumni and gauge their interest in learning more about updates in the CFSL.

Develop an integrated infrastructure recapitalization plan

Student Affairs has a comprehensive recapitalization plan for all UHDS assets, and is in full implementation mode for that plan. Student Affairs oversees a large number of other capital assets including the Memorial Union, Dixon Rec. Center, and the cultural resource centers. We have developed a first draft of a comprehensive recapitalization plan and will refine this over the coming year.

Technology as a strategic asset - Share relevant information to make effective decisions

The Division has recently taken steps to analyze at scale our software contracts and hardware acquisition procedures. An initial meeting, the first of its kind within Student Affairs, yielded data about redundant software used within the division, as well as hardware practices that could be extended out at scale. These initial meetings have also yielded plans for a Student Affairs Education Forum session around this theme, and how communication about software and hardware across the division can save money and time on a scale that transcends departments. For example, in partnership with the business centers (and centralizing to AABC), we hope to utilize consistent account code assignments for technology acquisition so we can more keenly identify redundancy and opportunity for partnerships across our three funding structures. This group will also help us prioritize which technology could best serve the division and should be considered for central funding efforts.

We have also created an architecture that allows us to monitor our progress towards our division wide metrics as well as provide useful programming data for the programs and events across the division (for 16-17, this was 4500 programs). In conjunction with the CORE team, we are working on reports and aggregation procedures that will allow us to report on broad metrics and operational data in a more agile and reliable way. Given the use of CORE, these data can be used throughout the division to help make decisions for the first time in a holistic way across all of our work and in such a way that we connect with other university data.

Invest in information technology to enable educational innovation

The TextAid/Readspeaker program that was incorporated into Canvas in partnership with Disability Access Services in September 2016 was used this year. Usage statistics show how many times ReadSpeaker/ReadSpeaker TextAid has been accessed in a particular month. Unfortunately, it does not track the number of users using the apps. This is related to FERPA as it would require the company to gather information on the user (which they are not allowed to do.) Work with the vendor will be initiated this upcoming year to try to figure out if there is a way this information can be collected for future assessment.

Work continues with the CORE team to integrate databases and data across the division to yield high level, aggregate reporting that can be used for rapid and informed decision -making.

4. Division-level metrics (as per our strategic plan):

Our first year of divisional metrics yielded much learning and development of architecture to more accurately form data for these metrics. Through a series of approaches, failures, and successes, we identified major points of development for these metrics but also have baseline data.

Metric 1: Number of outcomes-based programs and evaluations tied to the domains of learning and service (started accurate collection in spring 2017)

In our first year, through tuning our data collection procedure, we learned that a great deal of programming within the division does not have outcomes or outcomes based evaluations. In spring term, when these data were collected reliably, we had 70 programs that identified associated outcomes. Of those, 39 had evaluations. Our current work is creating a process embedded in our program planning procedure to allow those conducting programs to select and choose from outcomes (and have a menu of associated measures) when they are putting their programs in our central database. One, this helps bring possible learning outcomes to scale. Two, this reduces workload for staff – the outcomes are already linked to our domains. Three, if these measures are used consistently, and connected, we can discover more about student learning in our programs over time – and independent of departments. In essence, we are using the data from this metric to move the division towards a co-curricular structure.

Metric 2: Number of service-learning opportunities for students (started accurate collection in spring 2017)

In spring of 2017, we had 114 programs that identified themselves in our “civic and community engagement” domain. If programs identified in this fashion, we asked those planning programs if these events had a service-learning component (defined as having four elements: reciprocal community partnership, community service to address community need, reflection and learning tied to the service and social responsibility). Of the 114 programs, 14 marked that they fit this definition.

Metric 3: Number of students who participate in service-learning opportunities (started accurate collection in spring 2017)

Of the 14 programs that included all service-learning components as per our definition, 428 students participated in these opportunities during spring 2017.

Metric 4: Percentage of students reporting interactions with diverse others (using spring 2016 NSSE data, updates will occur in spring 2019)

The NSSE, conducted in spring 2016 and given to first-year and graduating undergraduate students every three years, asks students how often they have interactions with diverse others in four categories of difference. For this metric, we look at the “very often” or “often” choices, which are combined in the table below. Ideally, the numbers would be higher for graduating students than first years.

	Socioeconomic	Political	Race/Ethnicity	Religious Beliefs
First year students	73%	68%	69%	72%
Graduating undergraduates	74%	71%	67%	73%

Metric 5: Number of student interactions with evidence-based health and well-being programs (started accurate collection in spring 2017)

Of the 536 programs during spring 2017 that identified in the Health and Well-Being Domain of Learning and Service, 30 were marked as “evidence-based.” 868 students were involved in these types of programs.

Metric 6: Student reported health and well-being behaviors (uses the NCHA)

We conduct the National College Health Assessment every two years (next in 2018). Some positive trends since 2002 indicate that high risk drinking in our community is going down for some of our various student groups. However, some trends point to the continued need for our prevention programming efforts across the division.

Metric 7: Satisfaction reports on faculty and staff climate survey from Student Affairs staff

From the 2016 faculty and staff climate survey, we compared these data from those who identified they were part of Student Affairs to the rest of the university population.

	"I would recommend current department as an employer"	"I would recommend OSU as an employer"
University	68%	73%
Student Affairs	72%	78%

Metric 8: Number of outcomes-based Student Affairs Educators Forum (SAEF) sessions

During the 16-17 academic year, we had 5 SAEF sessions, which are intended for the professional development for student affairs staff.

Metric 9: Number of Student Affairs staff who attended SAEF sessions

During the 16-17 year, 326 staff members attended these five SAEF sessions. Staff may have gone to more than one SAEF session, and staff members were also, with some sessions, able to virtually “attend” the session through our Student Affairs space within Canvas.

Metric 10: Percentage of Student Affairs staff retained per year

We are working with HR, which is now centralized, to figure out the best way to get this number. We hypothesize aligning with the fiscal year, rather than the academic year, might make the most sense to bind time to this retention analysis.

Metric 11: Percentage of students interacted with via Student Affairs

The following table shows the number and percentage of OSU-Corvallis students who interacted with a Student Affairs program, event, or service at least once for the past two years:

	Fall Campus Enrollment	# of Unique Student Affairs Participants	Percentage of Reach
2015-16	24466	21440	87.63%
2016-17	24672	21933	88.90%

Metric 12: Percentage of retained students interacted with via Student Affairs

This metric is still being calculated; we do not yet have fourth week census data to compute retention from 2016-2017 to fall 2017.

Metric 13: Number of students that programs are designed for versus attendance

Only one system currently captures intended audience size consistently. We are working with the CORE team to develop a report that will quickly give us these data on a large scale. To get data for this metric consistently, we will integrate all systems that collect participation data.

Metric 14: Student Affairs fundraising dollars earned per year via OSU foundation site or other funding

Approximately \$3 million. We have discovered that some of the OSUF "counting" method makes it difficult to determine which funds are Student Affairs', and which support student success in other central offices. We will be refining this metric in future years.