



2012 Assessment Council  
Retreat

# Annual Report

**2011-2012**

## **Student Affairs Research, Evaluation, and Planning**

Rebecca A. Sanderson, PhD  
Director

Maureen Cochran, MSAP, MSTD  
Coordinator

**Oregon State**  
UNIVERSITY

**Student Affairs Research and Evaluation  
Annual Report  
2011-2012**

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# **Student Affairs Research, Evaluation, and Planning (SAREP) Annual Report 2011-2012**

## **Introduction**

This annual report is a compilation of major unit activities, accomplishments, opportunities and challenges as well as reflection on the 2011-2012 year. Overall, this was a very good year for Research, Evaluation, and Planning. A new full-time staff member brought a lot of energy and enthusiasm as well as skill in assessment/evaluation work. Our graduate student provided some much needed statistical expertise into the office as well as a very positive can-do attitude. Together we continued to move the assessment initiative forward with the outstanding consultation and work of the Student Affairs Assessment Council members.

We experienced some changes in the Assessment Council with some people leaving OSU and others joining both OSU and the Assessment Council. The Assessment Council continued to develop throughout the year though this was a particularly difficult year because of exceptional service demands and some of the personnel transitions. More about the work of the Assessment Council is in the section entitled Assessment Council.

This year was also our inaugural year of adding planning to the office portfolio. The initial planning responsibilities have been related to consulting with the seven strategic initiative groups and subgroups to assist in making progress on turning ideas into actionable initiatives.

The remainder of this report will articulate the opportunities, accomplishments and challenges of the SAREP office, the Assessment Council, and the progress of assessment and planning in the Division of Student Affairs.

## **Mission**

The Student Affairs Research, Evaluation, and Planning Office (SAREP) provides leadership for developing a culture of inquiry, data-driven decision-making, and planning that keeps the student at the core of our work.

## **Vision and Values**

The Student Affairs Research, Evaluation, and Planning Office aspires to understand and improve the student experience through better planning, better assessment and evaluation and better decision-making through the use of reliable, valid, and meaningful data.

Integrity, education, learning, and continuous improvement provide the foundation for the work. Collegueship, community, professionalism, and joy guide the work.

## **History**

Established 10 years ago, the Student Affairs Research, Evaluation, and Planning Office was commissioned to advance the research, assessment, and evaluation efforts of the Division of Student Affairs. Initially, this meant continuing to coordinate the administration of large scale surveys used to provide a snapshot of the OSU student experience. With the advent of a renewed Student Affairs Assessment Council, the office expanded duties to include consultation

with individuals/departments regarding assessment activities and the development of an outstanding group of Council members whose role is to lead the assessment efforts for the Division. Additionally, the publication of the OSU Perspective, a quarterly newsletter containing articles informed by data on students fostered interest in the experience of students. Recently, work with Campus Labs and the Advisory Council has provided opportunities to increase research efforts and to manage assessment plans and reports in a more efficient manner. With the incorporation of the new Compliance Assist software, maintenance of some of the reports, data summaries, etc. as well as assessment plans and reports can be maintained in a more standardized manner.

In 2011 the office underwent a name change and with that increased responsibilities for planning in the division. Initially, this effort is focused on supporting the division's strategic planning process.

Founded on the idea that research and assessment activities are best done in collaboration with others, the SAREP office has maintained consistent relationships with not only the departments and units in Student Affairs but also with colleagues across the campus. Further a national presence is also maintained through presentations, publications, consultations, listservs, and Twitter.

## **FY 2011-2012 Highlights and Successes**

### **Programmatic Achievements**

#### **a. Student engagement and success**

Generally, this office has little direct contact with students. Rather, we provide information to units, departments and faculty that can aid them in their direct work with students. A listing of research reports that have been distributed to the campus are in the next section of this report. Outreach efforts to other OSU units, personnel are listed under Outreach and Engagement in section c. below.

#### **b. Research and its impact**

The following are research reports generated out of Research, Evaluation, and Planning this year. All of them have been shared with student affairs and academic colleagues as appropriate.

Mattison, C. (2012). Study of OSU Students Who Express Interest in Study Abroad on the CIRP Freshman Survey during START Week 2005 and 2006. Corvallis, OR: Oregon State University Division of Student Affairs.

This research report examines incoming first year students who report on the CIRP freshman survey that they are highly interested in studying abroad at some point in their college career. It also examines those students who eventually do study abroad against those who were interested and did not study abroad.

Generally, those that reported high interest and did eventually study abroad maintained higher grades, attended religious services more frequently, took four or more foreign language courses, showed less interest in becoming involved in programs to clean up the environment than their peers who reported an early interest

in study abroad but did not go abroad. Further the early interest and did study abroad were more likely to be in the colleges of Liberal Arts or Business and major in Interior Design, Political Science, Mechanical Engineering or Liberal Studies. This report was provided to Sunil Khanna, Associate Provost for International Programs, and Charlotte Moats-Gallagher, Associate-International Initiatives for their use.

Sanderson, R.A. (2011). Cooperative Institutional Research Program 2011 Freshman Survey Results. Student Affairs Research Report 01-12. Corvallis, OR: Oregon State University Division of Student Affairs.

This study examined the involvement of entering first year students in high school activities, academic pursuits, expectations for college, and expectations or plans for their future. The full report is available on the Student Affairs Assessment website.

### **c. Outreach and engagement**

- 95% of student affairs units or 19/20 were served in face-to-face contact with SAREP personnel this year. The only office that did not seek assistance was the Office of the Registrar.
- 98 face-to-face contacts within the Division of Student Affairs.
- 25 face-to-face contacts at OSU but outside the Division of Student Affairs.
- 10 Universities outside of OSU and two companies seeking consultation or permission to use various forms/documents created within the context of Student Affairs Assessment:
  - Clemson University
  - University of Buffalo
  - Portland State University
  - Western Oregon University
  - Duke University
  - Marquette University
  - University of Montana
  - University of Cincinnati
  - Capella University
  - Cornell University
  - Education Advisory Board
  - Campus Labs Company
- 2 dissertations in which OSU Student Affairs Research, Evaluation, and Planning served as part of the research on best practices in student affairs assessment:
  - Iveta Z. Tweedy, Doctoral candidate, University of Delaware
  - Malika Carter, Doctoral candidate, University of South Dakota
- Rebecca Sanderson served on Faculty Senate as a Student Affairs Representative
- Rebecca Sanderson served on University Assessment Council
- Maureen Cochran served on internal review committee for Student Media
- Maureen Cochran and Rebecca Sanderson serve on the Informal Assessment Group composed of the Director of University Assessment, the Assistant Director of University Assessment, the Assessment Librarian, the Director of Institutional Research, the Coordinator of Student Affairs

Research, Evaluation, and Planning, and the Director of Student Affairs Research, Evaluation, and Planning. This group meets monthly in order to help each other with assessment-related issues, to serve as a “sounding board” for ideas, and to work on issues related to assessment that have broad university impact. This group has met monthly since April and is scheduled to continue into the next year.

#### **d. Community and diversity**

This year, Maureen became involved in several trainings involving better understanding of issues of diversity and ways in which to use that knowledge in productive, relational ways. She attended:

- Strengths Quest Passport Training
- Welcoming Diversity training by Campus Coalition Builders
- Being an ally to Trans People facilitated by Team Liberation

#### **e. Other appropriate initiatives**

- Implementation of Compliance Assist Software including set-up, management of users, training and development of users. This was a yearlong project that continues today. Primarily the assessment contacts in each department in the division have learned how to use the software with minimal phone consultation. Each unit/user has received individualized instruction. Both Maureen and Rebecca have been involved in learning the software and serving as the "go to" people for help.
- Maureen has investigated several software programs that will allow her to implement educational videos on various aspects of assessment planning and reporting. Recently Maureen developed an on-line tutorial that shows users how to enter information into Compliance Assist for their highlights report. More on-line tutorials will be developed in the coming year.
- Development of new position in the office, Coordinator. For the 10 years this office has been in existence, it has only had one full-time person. Gratefully, Maureen joined the office last July. Overall, this year has been one of learning about student affairs, learning what the position entails and sharing her expertise with those she has worked with. She has taken charge of several areas and allowed the office to grow in its ability to meet requests for help and service as well as expanding our offerings. Maureen already has a list of goals for the coming year that is both impressive and ambitious.
- Revamping how the division reports "highlights" for the Provost's report was a significant experiment this year. The goal was to see if we could create a different format that addresses Student Affairs contributions to the major university initiatives. Using Compliance Assist to collect this information was also a new venture.

#### **Review of Activities and Aspirations Set for FY 2011-2012**

1. Gain traction in implementation of Teagle Assessment project with Global Learning Task Force.

This initiative did not gain any traction for a number of reasons; however, a report about entering students who express high interest in studying abroad and either follow-through or do not follow-through was completed and sent to the Associate Provost of International Programs. Regarding the Teagle project, this was a portion of the project approved by the Teagle Assessment group but it was not the project that I had initially intended for the Global Learning Task Force. Thus this initiative did not materialize as I had envisioned.

2. Develop planning processes to develop and monitor the Division Strategic Plan.

This was accomplished with the good humor of strategic planning conveners, members, and the software, Compliance Assist. Generally it worked however not as well as I would have hoped. If I were to structure it again, I would do something a little different with the software. As for the process, some of the groups are moving along nicely while others are struggling with how to develop concrete activities to move the initiative forward.

3. Maximize use of Compliance Assist Software for collecting information from units and departments.

This is coming along nicely. Most of the departments have used Compliance Assist to report their highlights and their assessment plans/reports. Few software problems have occurred and most of the issues of user error were corrected over the phone.

4. Increase on-line tools and training in assessment for use by units and departments.

Maureen researched and developed a way in which to provide tutorials/educational videos for how to use our software and also to develop and report on assessment plans/reports. Not all of these educational videos are available yet since we just settled on the right software at the end of the year. Maureen is working on several educational programs that can be delivered this year and that can also be put on the web as video. This is an area that will expand during the coming year and likely will be more effective than merely viewing posted PowerPoint slides.

### **Activities and Aspirations for FY 2012-2013**

1. Increase the educational workshops on topics of interest and importance to assessment council members and publish in video format for the web. Assess effectiveness of this by monitoring improvement in assessment reporting.
2. Work with strategic initiative groups to develop actionable projects to further the strategic initiatives.
3. Stay abreast of the business and student analytics project at OSU and help units get their data organized in a way that would allow us to use this to more fully understand what our student do to be successful.
4. Refine the reporting of departmental highlights.
5. Orient new graduate assistant and help in development of her project for the office.

### **Contributions to the Mission of Oregon State University**

In essence the mission of the University is teaching, research, and outreach and engagement. This office is engaged in teaching though not in a formal classroom setting but rather through consultations and workshops. With regard to research, the listing of research reports produced

from this office attests to our work in this area each year. Outreach and engagement is a key aspect of the work of the office. Specifically we work with all of the units in the Division of Student Affairs. Further we work with the service units in academic affairs, serve on committees (search and otherwise), and serve on the Faculty Senate as a Student Affairs representative.

We consciously and intentionally maintain relationships and partnerships with the Center for Teaching and Learning (CTL), Difference, Power, and Discrimination program (DPD), Writing Intensive Curriculum (WIC), and other programs and services under the Associate Provost for Student Success and Engagement. We also work directly with the Office of Academic Assessment and Accreditation as well as Institutional Research and the new Assessment Librarian.

Further relationships are maintained with faculty in many of the colleges, particularly around the NSSE results and other student information that we might have. Consistently, we are asked to serve on task forces and committees launched by central administrators or those in colleges. When possible, we serve on these and at a minimum provide them information that they might need when we have it. This year Maureen also served on the Student Media internal review committee. This allowed her to begin to develop relationships with other members of that team as well as the personnel in Student Media. Her work in the Assessment Council has also been instrumental in her development of relationships and colleagues across the division. This report is full of examples where we have partnered, collaborated and served with academic colleagues and others from other universities and agencies around the country.

### **Student Affairs Assessment Council**

The Student Affairs Assessment Council continues to be a strong resource for the Division's work to continually improve. The individuals that serve on the Council are often the front line mentors, coaches, managers, etc. in their respective departments. They are often the "work horses" of their units. Yet, they continue to serve and to lead the assessment work in their units on top of their "regular" jobs.

While they feel appreciated by Division leadership, they often do not feel appreciated by peers or leaders in their units. This is not across the board and certainly is not a new issue. It is however one that is important to the health of the organization and the people involved in this work.

With the service demands at an all-time high with significant increases in enrollment, members struggled to get plans written, assessments completed, and reports written and posted. Some of our more consistent reporters were unable to complete their assessments and report for this last year. Last year the Council membership has asked to devote more time in our meetings for self-sustaining time where they can reflect, talk about what they are doing, seek guidance from others and share the load. This was a consistent theme and will be even more fully implemented in our agenda for the coming year.

Membership has changed substantially over the year since several people have left OSU and others have joined our division and our assessment council. The new members bring a variety of experiences with assessment and are eager to contribute to our efforts and those of their units. This means that there will be a greater need for consultation and orientation to the assessment process, tools, and Council.

Several areas for exploration are on the docket for this year with the council. First is to devote every other meeting to some kind of educational endeavor from focused conversation about issues/problems/successes in unit assessment as well as topic-specific educational experiences. For the veteran members there is a need to work with them around assessment methodologies and how to effectively report results. We also need to address how we map our learning outcomes to the LGG's across the division and then how we are measuring this learning. Lastly, we need to talk and think about how we might engage with the business analytics system that is coming to OSU. How do we ensure that our unit data systems will be compatible with this system and allow us to leverage that into more holistic picture of our students (In which programs are they involved? How do they engage? How does this contribute to their success?)? This is an aggressive agenda both for learning and for advancing the division.

The Council continues to thrive. The commitment of the group and the energy that they bring is amazing. They continue to be creative, compassionate, and joyful—even as they sometimes struggle.

### **Value-added Contribution to the OSU Student Experience**

This office has very little direct contact with students over the course of a year but the bulk of the resources are dedicated to trying to make the student experience better through the use of assessment and evaluation. To this end and based upon reports submitted to us by units in the division, we are making a difference. Unfortunately, there is little evidence that this is occurring in some units beyond idiosyncratic and individual stories. For those who participate and engage in an authentic assessment effort, their work matters and has improved. This is documented in their assessment plans and reports and the ways in which they are using their data to make improvements in programs and services.

### **Successes and Challenges**

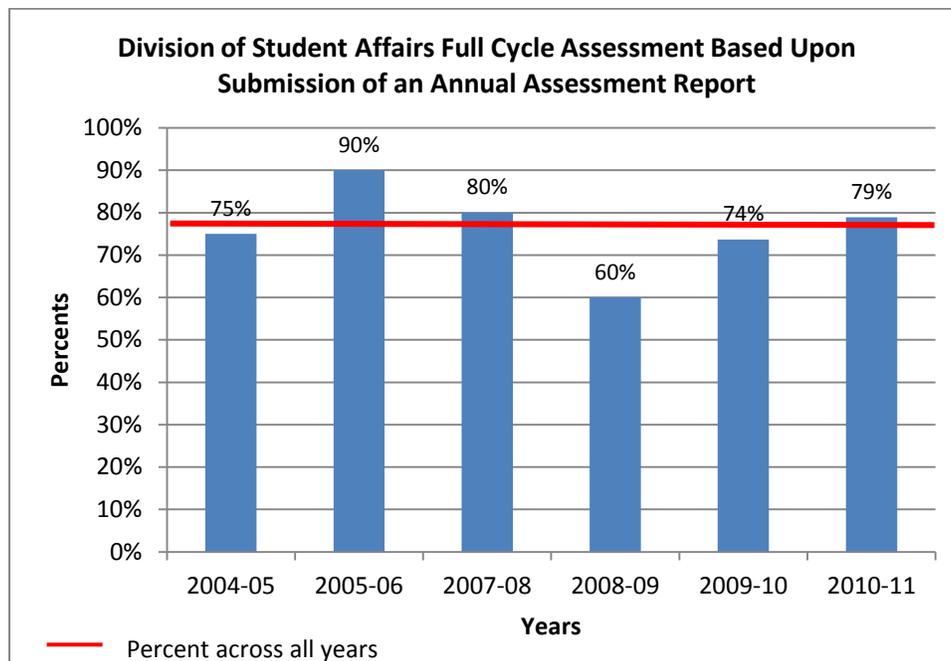
#### **Successes**

- Orientation and adjustment of new coordinator into student affairs and this office accomplished successfully. Maureen seems to be happy, is productive, and is contributing to the overall efforts in the office. She has certainly added value in terms of the training and development of staff and her contributions in this area will increase in this next year.
- Successful implementation of Compliance Assist software
- Successful implementation of pilot for "highlights" report using Compliance Assist
- Successful first on-line tutorial for users of compliance assist and more planned on other topic areas
- We accomplished a great deal and devoted a huge amount of time to individual work with departments and department heads which I think has been important in helping to bring them along.

#### **Challenges**

- Providing enough support for units who are engaged in assessment and wanting to improve while balancing against encouraging others to become engaged
- Statistical support when Mum leaves at the end of the summer.

- Orientation of new Assessment Council members
- Orientation of new Directors to supporting assessment
- Working with the Strategic Planning Initiative groups. Some are moving along and others are languishing. Need to get a better handle on this as we go into next year
- Conversion to new login system for Campus Labs products
- Helping the division become more attuned to student analytics development
- Work with assessment council to not bore veteran members while bringing along the many new members. Need to figure out how to do this in a meaningful way.
- Work with assessment council determine new assessment report review format
- Increasing the consistency of departmental reporting of assessment results and use of assessment information for improvement. The trend is to still have some departments not participate on a yearly basis or never participate. The following is a graph showing percent of units reporting assessment results in report format annually. The red line is the annual average percent of reports per year.



- The survey environment at OSU is a free-for-all as it is in student affairs. Continue to work with the Assessment at OSU group to help define the issues and recommend possibilities for improvement to the Provost. Regardless of how or if the university decides to manage better the survey environment, work with student affairs departments to be better at collaborating in order to reduce the number of surveys.
- As with everyone, having another FTE to work on research and data in order to help departments deal better with the massive amounts of data they have but don't seem to use would be beneficial to furthering the Student Affairs assessment efforts.

**Student Affairs Research, Evaluation and Planning  
Departmental Assessment Report  
2011-2012**

**Date:** September 1, 2012

**Department:** Student Affairs Research, Evaluation, and Planning

**Director:** Rebecca A. Sanderson, PhD

**Assessment Contact:**

Rebecca A. Sanderson

Email: [Rebecca.sanderson@oregonstate.edu](mailto:Rebecca.sanderson@oregonstate.edu)

Phone: 541-737-8738

Maureen Cochran

Email: [Maureen.cochran@oregonstate.edu](mailto:Maureen.cochran@oregonstate.edu)

Phone: 541-737-4366

**Mission**

The Student Affairs Research, Evaluation, and Planning Office provides leadership for the Student Affairs Division with regard to the development and implementation of assessment processes to produce a culture of assessment, continued improvement, and strategic planning in the Division.

**Goal 1** - Develop sustainable assessment capacity and structures in the Division of Student Affairs

**Outcome A (learning)** - Department/unit/alignment group contacts will be able to identify assessment plan/report components and demonstrate their use in an assessment report annually.

**Method** - Review assessment plans and reports submitted to the assessment council for review and identify if all components are present and used appropriately (e.g., goals meet definition, learning outcomes, etc.). The plans/reports will be reviewed using a rubric and themes developed from the review regarding learning needs for continued improvement. Rebecca and Maureen are responsible for this assessment.

**Implementation** - Review of assessment plans will occur during the summer and after all plans/reports have been reviewed. Use of the rubric developed in FY 2009-10 will be used again.

**Results** - The results of this review are contained in Appendix A. The following is a summary of the results and how we have made sense of the review of reports.

Overall, we have some reports that are more accomplished than others but all of them show a great deal of thought and work on the assessment process. The more veteran plans generally have well-developed mission statements and enduring goals. While there are a few that could use some additional help in

wording to make the goal clearer, overall they are quite good. Novice reports however tend to have mission statements that are less focused and longer than needed. The goals for novice reports tend toward lists of tasks or not including enough detail to understand what the goal means or how it is relevant to the organization's purpose.

Novice reports overall need more clarity in wording, more focus on mission statements and goals. In terms of learning outcomes many veteran reports have very clearly written and well defined learning outcomes. Novice reports were more focused on operational outcomes but few had any criteria for success. This is a typical developmental stage for development of meaningful assessment work.

All groups need additional assistance in reporting results and articulating the meaning of those results to their units/programs/departments. Some of this may have to do with selection and implementation of methodologies as well. Nevertheless reports are generally in need of tightening up the results sections (e.g., response rates, description of assessment population, sense-making of the data, etc.).

Likewise, more work is needed in linking results to decisions made within the unit in addition to program by program. Further the division as a whole needs to begin to better articulate how our learning outcomes map to the LGG's.

**Decisions/Recommendations/Shared** - These results will be shared with the Student Affairs Assessment Council in a meeting and time will be allotted for discussion and implications for additional education, conversation, consultation, etc. Further, Maureen will use these results to develop topic or area-specific workshops to address the most needed areas for improvement. Additionally, this report will be posted on the web along with other annual reports for the office and shared with the vice provost.

**Outcome B (learning)** - Assessment plan/report reviewers will be able to identify assessment plan/report components and the elements needed for each component to meet the rubric standard of "MET."

**Method** - Reviewer reports will be read and themes developed in terms of where additional learning is needed. Use of a rubric for this purpose has been developed by Rebecca. Rebecca and Maureen are responsible for this assessment.

**Implementation** - Rubric that was developed two years ago and will be implemented again in the summer after all plans have been submitted and reviewed by Assessment Council.

**Results** – A summary report of the information is contained in Appendix A. All of the plans and reports that were submitted for review were reviewed by teams of assessment council members (11 reports). This year the time to complete the reviews was somewhat longer (4 months vs. 2 months) than in previous years however, the date the review was posted in Compliance Assist was the date

used. This could have been days, weeks, or months after the actual review was completed. So the time to review information is unclear at this time.

In terms of the feedback reviewers provided to units/departments, the information was on target for the most part. Areas in which reviewers had more difficulty were with the assessment method selection, reporting of results, data analysis, and decisions tied to the results. This has been consistent for several years and suggests that it may need to be addressed as an educational issue. It makes sense that the way in which the results are reported is an area of difficulty for reviewers since it is also an issue with how reports are written generally.

**Decisions/Recommendations/Shared** – Several areas of the review have been examined over time. First the time to review is longer than we would like however, this may be a symptom of reports not being submitted during a reasonable time frame for review. It could also be that the review was done but was not posted in Compliance Assist until weeks or months later. This is an area for Assessment Council discussion.

From the data this year as well as in previous years, council members need some assistance in report writing and especially reporting on their data, the data analysis, and how this information relates to decisions made in the unit.

This will be an area that is a significant focus for educational efforts in this coming year.

**Goal 2** – Create and document systems and processes to support and move forward the Division of Student Affairs strategic plan.

**Outcome A (operational)** – Develop and implement systems for tracking, documenting, and reporting division-wide strategic planning.

**Method** - Successful accomplishment of this outcome will be the development and implementation of electronic tracking and documentation of the division strategic plan in Compliance Assist

**Implementation** - . Rebecca and Maureen are responsible for this assessment.

**Results** - This was accomplished in Compliance Assist and most of the Strategic Initiative groups have been using the system. Only one group has not logged in to Compliance Assist to post their work progression.

**Decisions/Recommendations** – While the Compliance Assist system has worked, and most initiative groups are working within that software to report their work and progress, the way in which Rebecca set it up could probably be improved. This will be an area in which more thought needs to occur and amendments to the system undertaken during this coming year.

**Goal 3** - Coordinate and communicate Student Affairs' university-wide research, evaluation, and planning activities.

**Outcome A (operational)** – Create communication that ties Research, Evaluation, and Planning Office national survey results to actions taken by OSU in response to the student voice.

**Method** - A communication method will be established whereby information regarding decision-making based upon data supplied by the office will be shared with Research, Evaluation, and Planning Office.

**Implementation** - Rebecca and Maureen are responsible for this assessment.

**Results** – no progress on this outcome this year.

**Decisions/Recommendations** - Need to reconsider this goal since it not within the control of this office to make those changes university-wide.

**SUMMARY--Review of All Assessment Plan/Reports That Were Submitted 2011-2012**

Reviews submitted by Assessment Council: Meta-review by Maureen: FY 2011 Reports, FY 2012 Plans

**Unit Reviewed:** 11 departmental plans and/or reports were submitted in full, 11 were reviewed by Assessment Council members. In addition, 7 departments entered incomplete information into Compliance Assist; they were not reviewed by Assessment Council members because they were incomplete.

Mission	Criteria	Comments/Themes/Strengths/Areas for Improvement	
		Veteran Plans/Reports	Novice Plans/Reports
<i>Purpose</i>	The who, what, why of your constituents; Is aligned with OSU mission.	Most Mission statements are fairly well developed, although a few need help with clarity and/or wording. Many have improved over time, all are enduring.	Some mission statements a little too long and not necessarily focused. While they tend to be enduring, they aren't necessarily very clear. A few listed mission, vision and values. They need to work on capturing the essence of the organization—why it exists.
<i>Clarity</i>	Succinct and clearly understood.		
<i>Enduring</i>	Conveys essence and focus of org; foundation for the work; Long lasting.		
<b>Goals</b>			
<i>Purpose</i>	Goals related to mission; Unit core duties.	Generally goals are well written, clear, enduring and fit with mission.	Some of the novice areas had well written goals; noted areas for improvement: <ul style="list-style-type: none"> <li>• Some did not include enough detail</li> <li>• Some were too detailed, need to break out into multiple goals</li> </ul>
<i>Clarity</i>	Broad statements of what unit is trying to accomplish; Clear to others outside the unit.	A couple of them could use some help with writing goals that are more enduring and could	

<i>Enduring</i>	Broad statements capable of spanning multiple years.	use some more clarity in wording.	<ul style="list-style-type: none"> <li>• Many are task-oriented</li> <li>• Some could use work on writing enduring goals</li> </ul>
	<b>Criteria</b>	<b>Comments/Themes/Strengths/Areas for Improvement</b>	
		<b>Veteran Plans/Reports</b>	<b>Novice Plans/Reports</b>
<b>Learning Outcomes</b>			
<i>Clarity</i>	Specific, detailed action statements; congruent with goals	Many veteran plans and reports have very clearly written and well defined Learning Outcomes.	<ul style="list-style-type: none"> <li>• Many Learning Outcomes were stated more like a to do list rather than an intended outcome; need help articulating detailed, measurable outcomes.</li> <li>• Need more help with setting criteria for success</li> <li>• Many of the novice areas focused on Operational Outcomes, may need assistance with developing Learning Outcomes and measures</li> </ul>
<i>Measurable</i>	Able to provide evidence of edu benefits; observable		
<i>Useful/ Meaningful</i>	Able to guide decision making; Are learning centered not teaching or satisfaction centered.	Some areas could use some help with <ul style="list-style-type: none"> <li>• Wording</li> <li>• Defining specific criteria for success</li> </ul>	
<b>Operational Outcomes</b>			
<i>Clarity</i>	Specific, detailed action statements; congruent with goals	Many veteran plans and reports have very clearly written and well defined Operational Outcomes (there are less OOs than LOs).	Same issues as seen in Learning Outcomes; in addition: <ul style="list-style-type: none"> <li>• Some don't make sense to people outside the department; more background or description needed in some areas</li> </ul>
<i>Measurable</i>	Provides evidence of operational benefit		
<i>Useful/ Meaningful</i>	Operationally centered	Some areas could use some help with <ul style="list-style-type: none"> <li>• Wording</li> <li>• Defining specific criteria for success</li> </ul>	

	Criteria	Comments/Themes/Strengths/Areas for Improvement	
		Veteran Plans/Reports	Novice Plans/Reports
<b>Assessment Methods</b>			
<i>Aligned</i>	Methods linked to specific outcomes; criteria for meeting outcomes identified.	Some areas have shown great examples of using mixed methodology, using a combination of direct and indirect measures.	Novice assessors need help in the areas of: <ul style="list-style-type: none"> <li>• Describing the methods in adequate enough detail for the reader to fully understand</li> <li>• Utilizing multiple methods/triangulation; some did this but there is a lot of room for growth</li> <li>• Defining criteria for success in advance</li> </ul>
<i>Appropriate</i>	Multiple methods used; direct methods for assessing learning; methods used is logical choice for measuring stated outcomes.	<p>Some areas had difficulty articulating exactly what methodologies will be used, method selection and use.</p> <p>Fuller descriptions of methods used are needed; what questions were asked in the focus group? Who was involved (including how many)? Who facilitated it? How was the information recorded? What process will be used in analysis?</p> <p>Some areas have confused methods with strategies for delivering the outcomes.</p>	

	Criteria	Comments/Themes/Strengths/Areas for Improvement	
		Veteran Plans/Reports	Novice Plans/Reports
<b>Results</b>			
<i>Analysis</i>	Congruence between the type of data collected and the data analysis	<p>Areas in need of improvement:</p> <ul style="list-style-type: none"> <li>• Fully explaining the process that was used to make meaning of the data. What analysis was used?</li> <li>• Describing the sample that was used in terms of response rates, was this representative of the population who you are researching?</li> <li>• Better discussion of what “popped out” to them in the data. Were there any “surprises?” Why might that be?</li> <li>• Interpretation of the data... The data says “xyz...” so what? What does that mean?</li> <li>• In either this section or in the Decisions area, there needs to be more synthesis of information. Further explanation of what it means, how it will be used, what it means to the unit, etc. as a whole rather than merely program to program.</li> </ul>	<p>Improvement needed in the following:</p> <ul style="list-style-type: none"> <li>• Explanation and articulation of results</li> <li>• Interpretation of results rather than just stating what the results were.</li> </ul>
<i>Interpretation</i>	Results interpreted in the context of improvement; Data interpreted within appropriate scope (generalizability, return rates, sample described, etc.)		
<i>Sharing</i>	Results and interpretations are shared; Results describe when, how, and what was shared		

	Criteria	Comments/Themes/Strengths/Areas for Improvement	
		Veteran Plans/Reports	Novice Plans/Reports
<b>Decisions/Recommendations/Sharing</b>			
<i>Decisions</i>	Describes conclusions and decisions drawn from assessment data	<p>Start thinking in terms of: Would anyone else in the Division benefit from any of this information? Need better avenues for reporting back to constituencies across the division and within units.</p> <p>For those that give a good description of the meaning they made of the data, it was easy to follow how their decisions arose from the data.</p> <p>In either this section or in the Results area, there needs to be more synthesis of information. Further explanation of what it means, how it will be used, what it means to the unit, etc. as a whole rather than merely program to program.</p>	<p>Often no decisions reported or how data was used in unit to make improvements.</p> <p>Some listed what has been done; is that it? Are there any future implications for this information? Will this instrument be used again in the future? How will this influence planning for the next year? Need help thinking about the big picture more.</p> <p>Closing the loop; You've collected this information, now so what? What does that mean? How will that influence your future planning and decision making?</p> <p>Start thinking in terms of: Would anyone else in the Division benefit from any of this information? Need better avenues for reporting back to constituencies across the division and within units.</p>
<i>Intended Actions</i>	Describes intended actions for improvement based on evidence.		
<i>Communication</i>	Shares assessment decisions and actions with unit personnel and other relevant constituents.		
<i>Process Reflection</i>	Evaluates appropriateness of: target group, instruments, process, defines refinement of assessment process		
<i>Continuation / Follow-up</i>	Sets tentative timeline to assess impact of actions implemented		

## Comments:

- *Note on Novice Plans:* Several of the Novice plans that I looked at were incomplete and I was not notified if/when they were entered into Compliance Assist. These may be areas that we could help along over the next year since they have been thinking about assessment but perhaps haven't completed their full plan or report.
- Several areas showed a lot of growth over the past year which is very exciting! Hopefully we can continue that over the next year with the learning agenda in the Assessment Council meetings.
- New software was used this year for the first time; most people adapted and learned how to use it with few problems along the way, all of which were easily fixable.
- Additional areas for growth worth noting:
  - Methodology:
    - What is hoped to be gained from this method? What key questions will be answered with this method?
    - Triangulation; using mixed methodology for a more rounded view
    - Only collect that which is meaningful! Do not collect data if you don't have the time to implement the results.
    - Survey administration: is survey needed every year? Work on creating cycles for assessment
    - Always include the instrument in your report and plan (when possible)! If it can't be included in the plan, at least write a general description of the instrument that will be used.
  - Results: Should be a clear set of statements describing how the data was analyzed and what meaning was made of it. Go beyond just stating what the results were. What do they mean to you? Why is that important?
  - Novices:
    - Consistent participation is something that has helped the veteran areas excel in their assessment planning and reporting.
    - Graduate students can be very helpful; however, those departments which employ graduate students to take on these tasks need to have more involvement in order to attain continued growth and development in the area of assessment.
  - General:
    - We need to strike a balance between providing enough context so that a reader from outside the department will be able to understand, however, not so much that the meaning is lost in the sea of information.
    - Large departments with multiple programs, outcomes or initiatives, need to begin looking at the commonalities between the areas; how can that information be looked at to paint the "big picture" of what is happening within the department?

**Appendix B**

**SUMMARY--Review of Assessment Plan/Report Reviews by Assessment Council Teams-- FY 2012**

**AVERAGE Time to Review: 4 months**

<b>Components of Plan/Report</b>	<b>Feedback Consistent (C); Mostly Consistent(MC); Not Consistent (NC) with Definitions</b>	<b>Comments, Themes, Strengths, or Areas for Improvement of Review</b>
<b>Mission</b>	<p>According to rubric definitions, feedback was:</p> <ul style="list-style-type: none"> <li>• 91% consistent</li> <li>• 9% not consistent                             <ul style="list-style-type: none"> <li>• N=11</li> </ul> </li> </ul>	<p>Not a lot of comments were given in this area; those who did comment typically noted the length of mission and whether or not the mission addressed the core reasons for the unit's existence/purpose.</p> <p>NC=This portion of the rubric was not completed for plan or report; very brief notes re: Mission in comments area.</p>
<i>Purpose</i>		
<i>Clarity</i>		
<i>Enduring</i>		
<b>Goals</b>	<p>According to rubric definitions, feedback was:</p> <ul style="list-style-type: none"> <li>• 91% consistent</li> <li>• 9% not consistent                             <ul style="list-style-type: none"> <li>• N=11</li> </ul> </li> </ul>	<p>Several comments pointed out wither too many goals and/or the need to collapse into fewer goals. Having enduring goals was a problem for a few.</p> <p>NC=This portion of the rubric was not completed for plan or report; very brief notes re: Mission in comments area.</p>
<i>Purpose</i>		
<i>Clarity</i>		
<i>Enduring</i>		

Components of Plan/Report	Feedback Consistent (C); Mostly Consistent(MC); Not Consistent (NC) with Definitions	Comments, Themes, Strengths, or Areas for Improvement of Review
<b>Learning Outcomes</b>	<p>According to rubric definitions, feedback was:</p> <ul style="list-style-type: none"> <li>• 90% consistent</li> <li>• 10% not consistent <ul style="list-style-type: none"> <li>• N=10</li> </ul> </li> </ul>	<p>Many made comments about wording and having too many learning items in one outcome. Many reviewers commented on clarity and measurability of outcomes. A few were reminded to make sure that the learning goals are appropriately placed within the correct goal area.</p> <p>NC=This portion of the rubric was not completed for plan or report; very brief notes re: Mission in comments area.</p>
<i>Clarity</i>		
<i>Measurable</i>		
<i>Useful/ Meaningful</i>		
<b>Operational Outcomes</b>	<p>According to rubric definitions, feedback was:</p> <ul style="list-style-type: none"> <li>• 89% consistent</li> <li>• 11% not consistent <ul style="list-style-type: none"> <li>• N=9</li> </ul> </li> </ul>	<p>Reviewers suggested for a few plans that there be more clarity in wording of operational outcomes. For the most part, they were rated as clear and measurable, although, whether or not they are meaningful is sometimes questionable.</p> <p>NC=This portion of the rubric was not completed for plan or report; very brief notes re: Mission in comments area.</p>
<i>Clarity</i>		
<i>Measurable</i>		
<i>Useful/ Meaningful</i>		

- Novice plans had more difficulty with learning outcomes and tended to have more operational outcomes than more veteran writers.
- Reviewers were pretty good with regard to the above elements and seemed to offer very helpful suggestions that were on target.
- The “NC” ratings on this page were all from 1 reviewer set.

Components of Plan/Report	Feedback Consistent (C); Mostly Consistent(MC); Not Consistent (NC) with Definitions	Comments, Themes, Strengths, or Areas for Improvement of Review		
<b>Assessment Methods</b>	<p>According to rubric definitions, feedback was:</p> <ul style="list-style-type: none"> <li>• 82% consistent</li> <li>• 9% mostly consistent</li> <li>• 9% not consistent</li> <li>• N=11</li> </ul>	<p>Areas for improvement:</p> <ul style="list-style-type: none"> <li>• Describing methods used, including instrumentation and rationale for its use, analysis, description of the population or subject being examined</li> <li>• Reviewers could help by helping the dept. to which they are assigned by brainstorming how else one might assess the issue at hand</li> </ul> <p>NC=Methods area not complete, rest of rubric completed</p>		
<i>Aligned</i>				
<i>Appropriate</i>				
<b>Results</b>	<p>According to rubric definitions, feedback was:</p> <ul style="list-style-type: none"> <li>• 100% consistent</li> <li>• N=11</li> </ul>	<p>While the reviewers were very consistent in their ratings; improvements are needed in how departments report their results. Improved descriptions in the analysis area could help the readers and reviewers to better understand the results section.</p>		
<i>Analysis</i>				
<i>Interpretation</i>				
<i>Sharing</i>				
<b>Decisions/ Recommendations/ Sharing</b>	<p>According to rubric definitions, feedback was:</p> <ul style="list-style-type: none"> <li>• 91% consistent</li> <li>• 9% not consistent</li> <li>• N=11</li> </ul>	<p>There's a need for departments to start speaking about their results and recommendations in terms of how it impacts the future direction of the department. Can data or information from various programs be combined to show something a little more telling in the big picture?</p> <p>Many reports did not go into detail about how they will share their results, with whom, or what actions were taken as a result. Also, need more reflection on how the</p>		
<i>Decisions</i>				
<i>Intended Actions</i>				
<i>Communication</i>				

<i>Process Reflection</i>		process went; is this something they plan to continue/repeat or would they change the way the assess for the next time?
<i>Continuation/ Follow-up</i>		

<b>Timeliness of Review</b>		
<i>Goal: One month or less</i>	2 = 1 month 1 = 2 months 1 = 3 months 4 = 5 months 3 = 7 months	<ul style="list-style-type: none"> <li>• Average time to review was 4 month (increase of 2 months from last year's average)</li> <li>• Range was 1 month to 7 months.</li> <li>• Several reviews were likely completed earlier; I went by the date that the material was uploaded to CA! Hopefully this average will decrease again as users become more comfortable with the new software.</li> </ul>

**Comments:**

- Overall reviews done very well; the review teams tend to do nice work!
- Reviewers that provided suggestions that were concrete seemed to have clearer communication with novice plan/report writers.
- Note for reviewers: If there's not enough information in the report to complete the rubric, please indicate that in the rubric rather than leaving it blank.
- It's helpful (like an executive summary) when reviewers submit the agenda along with the rubrics, if they were used, because those who used it summarized the main areas for improvement and success.
- It seems to add perspective when reviewers take the time to look at the reviews from the previous year, if available, so that they can have an understanding of the areas in which the department has made changes for improvement. Perhaps in the new review format, when the department who is being reviewed presents, perhaps it would be helpful for them to note what changes they made as a result of their last review.

**Notes for Potential Internal Improvements:**

- Several reviewers skipped the Mission, Goals and Outcomes sections in the report rubric, only filling out those sections in the plan rubric. We may want to consider combining the 2 with a separate column to note if any of the above changes between years.
- Comment from reviewer: It would be helpful if we developed a “best practices” document for plans and reports.
- A few reviewers commented on how the numbering system that the department used was confusing; perhaps we should consider a “standardized” and documented recommendation for numbering systems in the report (could be included in best practices document listed in previous bullet).
- One of the review rubric sets had the OSU logo added to the bottom left corner. Is that something we need to consider adding to the template?
- Reviews showed more consistency compared to last year, however, the time to complete them has increased. This may be due to the fact that many plans and reports were submitted late. Late submissions may be due to the use of new software to manage plans and reports; hopefully this will improve as the Division adjusts to new technology.

**Student Affairs Research, Evaluation and Planning  
Departmental Assessment Plan  
2012-2013**

**Date:** September 1, 2012

**Department:** Student Affairs Research, Evaluation, and Planning

**Director:** Rebecca A. Sanderson, PhD

**Assessment Contact:**

Rebecca A. Sanderson

Email: [Rebecca.sanderson@oregonstate.edu](mailto:Rebecca.sanderson@oregonstate.edu)

Phone: 541-737-8738

Maureen Cochran

Email: [Maureen.cochran@oregonstate.edu](mailto:Maureen.cochran@oregonstate.edu)

Phone: 541-737-4366

**Mission**

The Student Affairs Research, Evaluation, and Planning Office (SAREP) provides leadership for developing a culture of inquiry, data-driven decision-making, and planning that keeps the student at the core of our work.

**Goal 1** - Develop sustainable assessment capacity and structures in the Division of Student Affairs

**Outcome A (learning)** - Department/unit/alignment group contacts will be able to identify assessment plan/report components and demonstrate their use in an assessment report annually. Special focus will be on those areas in which special educational efforts occurred during the year (i.e., data analysis and reporting).

**Method 1-** Review assessment plans and reports submitted to the assessment council for review and identify if all components are present and used appropriately (e.g., goals meet definition, learning outcomes, etc.). Expect at least 90% attainment. The plans/reports will be reviewed using a rubric and themes developed from the review regarding learning needs for continued improvement. Rebecca and Maureen are responsible for this assessment.

**Method 2-** Review Results sections using a rubric developed for that purpose that looks at best practices for data analysis and reporting based upon educational efforts during this year. Establish baseline. Maureen and Rebecca are responsible for this assessment.

**Implementation** - Review of assessment plans will occur during the summer and after all plans/reports have been reviewed. Use of the rubric developed in FY 2009-10 will be used again.

**Results** - TBA

**Decisions/Recommendations/Share - TBA**

**Outcome B (learning)** - Assessment report reviewers will be able to identify assessment plan/report components and the elements needed for each component to meet the rubric standard of "MET."

**Method 1-** Reviewer reports will be read and themes developed in terms of where additional learning is needed in the areas of data analysis and reporting. Use of a rubric for this purpose will be developed. Rebecca and Maureen are responsible for this assessment.

**Implementation** - Rubric developed for reviewing best practices in data analysis and reporting will be developed and implemented for use in this assessment.

**Results - tba**

**Decisions/Recommendations/Shared - tba**

**Goal 2 – Facilitate the Student Affairs Strategic Planning Process**

**Outcome A (operational)** – Monitor progress of each of the initiative groups on in compliance assist and document as needed on Student Affairs Strategic Plan website.

**Method** – Meet with initiative groups at least once per term to monitor progress, answer questions, etc. –maintain record. Provide update reports to Vice Provost at least once per term—maintain record.

**Implementation** - . Rebecca and Maureen are responsible for this assessment.

**Results – tba**

**Decisions/Recommendations – tba**

**Goal 3 – Develop and Refine Highlights Report and Data Submission by Departments**

**Outcome A (operational)** – Student Affairs departments will submit highlight reports for 2012-2013 that are more focused than those for the previous year.

**Method - tba**

**Implementation - tba**

**Results – tba**

**Decisions/Recommendations - tba .**

## **Student Affairs Research and Evaluation**

**Oregon State University  
103 Poling Hall**

**541-737-8738**

**<http://oregonstate.edu/studentaffairs/assessment>**

