

## Division of Student Affairs 2017-18 Annual Report

The Division of Student Affairs enhances learning and strengthens the educational experience of Oregon State University students. In six Domains of Learning and Service, we facilitate academic skill development and successful navigation of educational pathways, impact students' health and wellbeing, foster global awareness and empathy, guide students in their career exploration, and create leaders who are engaged citizens and leaders. During the 2017-2018 academic year, we continued to strive for and monitor progress towards the goals of our strategic plan and infused a stronger focus on student success throughout our work. Through a series of term-based reports from each department within the Division, we were able to monitor the progress towards our shared focus on improving student persistence, completion, and advancement.

### Performance Indicators

Performance indicators in the Division of Student Affairs are articulated in the division-level strategic plan. This is the second year that these metrics have been examined and used to inform the work of the Division where possible. We continue to strategize and work with information-based offices on how to access the data needed to inform all of the metrics.

#### **Metric 1: Number of outcomes-based programs and evaluations tied to the domains of learning and service**

In 2017-2018, 640 events or programs in the division were outcomes-based; 492 of these events had associated outcomes-based evaluations. In 2016-2017, 70 programs in the Division were outcomes-based; 39 of these events had associated outcomes-based evaluations.

#### **Metric 2: Number of service-learning opportunities for students**

In 2017-2018, there were 58 programs (4 programs repeated multiple times) across the division that offered a service-learning component. In 2016-2017, 14 programs offered a service-learning component.

#### **Metric 3: Number of students who participate in service-learning opportunities**

This is the first time we have a full year of data to inform this metric. Of the 54 individual programs that included all service-learning components as per our definition, 858 students participated in these opportunities during the 2017-2018 year.

#### **Metric 4: Percentage of students reporting interactions with diverse others (using spring 2016 NSSE data, updated data will be available in summer 2019)**

The National Survey of Student Engagement (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, combine the "very often" or "often" choices to calculate the percentages in the table below. Ideally, the numbers would be higher for graduating students than first years. These data will be updated in spring of 2019 (as the NSSE is on a three-year rotation). These data are also used for information reported to U.S. News and World Report for our university ranking.

	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.**

This is the first time we have a full year of data to inform this metric. There were 203 evidence-based health and well-being programs offered; 3,994 students were involved in these programs.

**Metric 6: Student reported health and well-being behaviors**

We conduct the National College Health Assessment every two years, most recently in spring 2018. Observing the data available, these selected results show both increases and decreases in reported behaviors linked to student health and well-being in the literature. Additionally, data from the survey broadly shows a need for continued efforts around supporting the health and well-being of students.

NCHA-ACHA II	Male		Female		All OSU	
	2016	2018	2016	2018	2016	2018
Percent high-risk alcohol use	32%	29.7%	23%	27%	31%	27%
Percent students meeting ACSM recommendation for vigorous or moderate exercise per week	59%	55.1%	54%	53%	55%	54%
Percent students reporting experiencing more than average or tremendous stress in the last 12 months	48%	54.6%	62.5%	65.6%	56.2%	62.4%
Percent students using one or more prescription drugs that were not prescribed to them in the past month	9.5%	10.6%	9.9%	12.1%	10.1%	11.6%

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

Satisfaction-related items from the 2016 and 2018 administrations of the Faculty and Staff Climate Survey were disaggregated to examine how student affairs employees responded compared to the whole university. Two new questions were added in 2018 which inquire about the subunit and Division levels; these new items have been added to the table that follows.

	Student Affairs		University	
	2016	2018	2016	2018
"I would recommend my current subunit (office/lab/etc.) as an employer"	<i>Question added in 2018</i>	69%	<i>Question added in 2018</i>	71%
"I would recommend my current department/unit as an employer"	72%	69%	68%	69%
"I would recommend my current college or division as an employer"	<i>Question added in 2018</i>	74%	<i>Question added in 2018</i>	70%
"I would recommend OSU as an employer"	78%	76%	73%	76%

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

During the 2017-2018 year, there were 3 SAEF sessions, which were intended for the professional development of Student Affairs staff.

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

During 2017-2018, 230 staff members attended the 3 SAEF sessions, some attending more than one. Materials from SAEF sessions were shared on the Student Affairs Canvas site for all to access at their convenience, since some staff were not able to attend the SAEF sessions.

**Metric 10: Percentage of Student Affairs staff retained per year**

We are continuing to work with Human Resources for an accurate methodology for computing retention rates of staff employed by the Division of Student Affairs.

**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 three years. There is a notable increase in 2017-2018; this is in part due to the reorganization of the Division, in which 11 additional departments were moved into the Division of Student Affairs.

	Fall Corvallis Campus Enrollment	Unique student affairs participants	Percentage of reach
2015-2016	24490	21440	87.54%
2016-2017	24672	21933	88.90%
2017-2018	24760	23758	95.95%

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

The overall first to second year retention rate for students in the 2016-2017 first year cohort was 84.8%; 98.1% of the retained students participated in one or more student affairs activity that year. The retention rate for the students in the first-year cohort who participated in one or more student affairs activity that year was 85.4%. For those in the first-year cohort who did not participate in any student affairs activity (90 students), the retention rate was 62.2%. Using 2016-2017 first year cohort data, if we increased the number of retained students (2990) in the first-year cohort by 185, we would increase the overall first year retention rate to 90% from 84.8%. Connection to these programs could make a difference for our students, and we are investigating if certain patterns of involvement make a difference for varying student groups within the first-year cohort.

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

Only one system (Atrium) 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/other funding**

For the 2017-2018 year, the OSU Foundation reported that the Division of Student Affairs raised \$695,589.45. For 2016-2017, the OSU Foundation estimated that the Division raised approximately \$3,000,000.

### Education and Learning

#### *Enhancing education and advising in ways that raise and equalize student success*

The Division of Student Affairs offered nearly 9700 programs or events during the 2017-2018 year. These programs were categorized into our six Domains of Learning and Service. Events ranged from large-scale to smaller, more focused events for fewer students and were meant to promote deeper learning and/or connection to OSU.

During fall term of 2017, 72% of the Corvallis student population interacted with a Student Affairs program at least once. During winter term of 2018, 72% of the Corvallis student population interacted with a Student Affairs program at least once, and during spring term of 2018, 63% of the Corvallis student population interacted with a Student Affairs program at least once. Over the course of the academic year, nearly 96% of the Corvallis student population interacted with a Student Affairs program at least once.

One department, University Housing and Dining (UHDS), offered 345 programs throughout the academic year, which covered six of the Domains of Learning and Service. This work directly enhances our co-curricular efforts through our first year live-on requirement. While these programs engaged a large proportion of our on-campus residents, these residents participated in programs offered across the division as well. Some additional examples are described below.

In a recently released national study, 36% of students were found to be food insecure. This roughly matches the rate at which OSU students reported not having enough financial resources on the 2017 Campus Inclusivity Survey. Research shows that when students cannot meet their basic needs, nearly every metric used to measure their wellness and success is affected. Less than 20% of basic-needs insecure students graduate in five years, they are fifteen times more likely to fail a class (when food insecure) and 55% of those with very-low food security also report symptoms of depression. As one might expect, our students with marginalized identities beyond class (race, citizenship, sexuality, gender identity) are experiencing basic needs challenges at even higher rates. National research also illustrates that awarding students food, a core function of the Human Services Resource Center (HSRC), helps persistence and student success when compared to a control group that is not awarded funds. The HSRC is plays a critical role in enhancing student's abilities to be successful at OSU.

The Academic Success Center has expanded supplemental instruction (SI) opportunities. Nationally, the SI model is supported by nearly 40 years of research, and the U.S. Department of Education, supporting its claims that students who participate in SI regularly earn higher course grades, succeed in supported courses, and persist in the university at higher rates than students who do not participate in SI. With the expansion of SI outreach, the program created these opportunities for an additional 656 students. In every class, nearly every term, students who completed SI at OSU earned higher course grades than their non-SI peers. Most students (88%-94%) reported in their end of term evaluation that they have more confidence with course material because of their SI study table experience. In every class, nearly every term, students who completed SI at OSU earned lower DFWU rates than their non-SI peers, helping promote degree advancement. SI cultivates valuable collaboration skills necessary for success in

the modern workplace as well. Most students (95%-97%) report that they were encouraged to regularly ask and answer questions during their study tables. Nearly the same amount (91%-95%) report having learned from others in their study table. At the end of the term, most students are able to list qualities that contribute to a strong study group. SI promotes metacognitive skills; many students (60%-64%) reported that their time at SI prompted them to increase the amount of studying spent on the supported class. For those who did not spend more time studying for the supported class, the most common rationale was that they felt more prepared after each study table so they had more time to study for other classes.

#### *Promoting responsible citizenship and global awareness among students and faculty and staff*

The Center for Civic Engagement (CCE) offered four Alternative Break opportunities for students which are centered on creating transformative, experiential learning opportunities for students through regional, reciprocal campus-community partnerships. Alternative breaks aim to develop the capacity for students to lead for social change. Through post-trip reflections, students reported:

- an increased commitment to work for community betterment and a better world
- an ability to summarize the difference between a charity and change/justice orientation toward community-centered work
- rethinking or reorienting their academic and career goals to align with greater justice and humanitarian endeavors
- increased belief in their ability to critically analyze complex social issues and create impact their surroundings (individuals and community)
- broadened perspectives and new attitudes through having new experiences and challenging and uncomfortable conversations across difference/with people holding different identities than their own

This year, the Educational Opportunities Program (EOP) received new funding from an EOP alumnus to fund experiential learning opportunities for EOP students; this year that funding was used to support EOP students in participating in Alternative Break trips.

CCE also implemented a Community Dialogues initiative that provides students the opportunity to both gain skills as a student peer dialogue facilitator and as participants in deliberative dialogues on critical and contentious social issues. The inaugural dialogue on climate choices included 71 attendees, 58 of which were students. Utilizing the National Issues Forum Model, they engage students, faculty, staff, and community members in dialogue which: deepens understanding of critical issues and the tensions within them; encourages insight into different perspectives; creates connection between participants through their stories and experiences; guides exploration of personal ethics, morals, and values; and inspires socio-political action, both individual and collective.

Finally, Corvallis Community Relations engaged over 25 university stakeholders in a listening tour which resulted in the creation of the Coalition for Supporting Activism & Protected Speech at OSU. The goal of this effort is to build a coalition of diverse groups on campus to organize initiatives that establish a culture in which students are equipped to be active community members and exercise constitutional rights of speech, press, assembly and petition are supported. The Coalition has served as a space for university students, staff and faculty to process incidents related to speech and activism that have occurred on campus.

### *Enhancing the integration and success of international students*

Students who access the services of the ASOSU Office of Advocacy are twice as likely to be international students; while 12% of the student population at Oregon State are international students, 24% of the students who access these services are international students. Research from the *Journal of International Students* shows that “international students skills tend to struggle to adjust to an English-focused learning environment; in turn, this leads to a lower level of academic self-efficacy.” With the increased stress of learning in a different culture and/or language, international students are more vulnerable to obstacles that may hinder their persistence and degree completion. The students and professional staff working in this office work to build self-efficacy skills with these students in an effort to support their success.

The Office of International Services (OIS) partners with academic departments, as well as academic department liaisons from the Career Development Center in an effort to support international students achieve persistence, completion, and advancement. This year, OIS developed the International Student Advisory Board in an effort to work more closely with international student leaders in an effort to stay informed about international student challenges as they arise.

### Research and Creative Work

#### *Other initiatives focused on research and creative work*

The Division contributed to the following peer reviewed or edited publications:

Buzo, C. (2017). Ethical approaches to compliance. *Journal of College and Character*, 18(3), 215-220.

Nelson, J. & Soto, N. (2018). Diversity and Global Learning. In K.E. Linder & C.M. Hayes (Eds.), *High-impact practices in online education: Research and best practices*. Sterling, VA: Stylus Publishing.

Newhart, D.W. & Larkins, E.L. (2018). Campus climate for diversity as dialogue: Using an equity lens to center students. In K. Soria, (Eds.), *Evaluating Campus Climate at U.S. Research Universities: Opportunities for Diversity and Inclusion*. New York, NY: Palgrave/Springer.

Phelps-Ward, R., Allen, C., & Howard, J. L. (2018) A rhetorical analysis of Beyoncé’s “Freedom”: An examination of black college women’s experiences at predominantly white institutions. *Taboo: The Journal of Culture & Education*, 16(2), 50-64.

### Outreach and Engagement

#### *Engaging with alumni or other external partners*

Diversity and Cultural Engagement has formed alumni groups and events for underrepresented communities as a means to develop meaningful relationships with alumni. Some examples include: The Black Alumni Group, LGBTQ+ alumni mentorship event, and the OSU/UO Asian Pacific Islander Alumni Connections (an alumni engagement in collaboration with the University of Oregon).

Student Health Services (SHS) and OSU accomplished unprecedented success in the implementation of a campus-wide Meningococcal B requirement following six cases of Meningococcal B between fall 2016 and fall 2017. In close partnership with the Benton County Health Department and the Oregon Health Authority, Student Health Services served as the lead agency in creating a wide-scale vaccination response to prevent this deadly disease. SHS also played an integral role in immediate response to exposure, marketing and communication to students, families and members of the OSU community, and establishing a prevention campaign to reduce the risk of spread among students at highest risk (e.g.,

residence halls and Fraternity and Sororities). Following the diagnosis of the sixth case of Meningococcal B (MenB) in December 2017, university leadership determined that all students under the age of 26 should receive the MenB vaccination by February 15, 2018. SHS had already been requiring the MenB vaccine for incoming first-year fall term students. This policy expansion dramatically increased the number of students in need of vaccination.

Students were notified of the policy in late December and that they had roughly 6 weeks to receive two doses of the vaccine, which are given at least 28 days apart. We estimated between 10,000 to 15,000 students would need the vaccine. To achieve this goal a divisional team was deployed during January and February to assist in a series of wide-scale vaccination efforts and to establish a centralized process to track compliance and regularly inform students of their immunization status. Over 90 volunteers from the division assisted with eight mass vaccination efforts during January and February, and the SHS IT team worked with Banner staff to create a new tracking system, which included the capacity to automatically lift registration holds. By the end of spring term, a total of 19,855 students under the age of 26 had received at least one dose of vaccine, and 19,147 had received two doses. This rate of immunization compliance has not been attained by any other university, an accomplishment that has been widely acknowledged by both regional health authorities and the Centers for Disease Control. Ongoing analysis is currently underway by an international research firm to conduct a cost analysis, which will be of great value for other campuses in managing disease outbreaks.

### Diversity and Inclusion

Launched out of the Division of Student Affairs in 2017-18, The Black Access and Success Initiative is an effort to help recruit and retain African-American students at OSU. This collaborative effort has engaged Diversity and Cultural Engagement, the Office of Academic Achievement, the Educational Opportunities Program, Admissions, and the Office of Institutional Diversity. Examples of activities include campus visits from high schools in Portland and surrounding cities, Black parent nights in Portland, and academic achievement focus groups.

The Student Affairs Research, Evaluation, and Planning (SAREP) office collaborated with the Office of Institutional Diversity and the Faculty and Staff Campus Climate Survey Committee to launch the third iteration of the Faculty and Staff Climate survey. This survey gives faculty and staff an opportunity to anonymously share important information about how they experience campus. These results are currently being analyzed by the SAREP office in partnership with the Office of Institutional Diversity and customized reports will be shared with audiences across the university in an effort to provide actionable data that can be used to improve the campus environment for faculty and staff.

Further, the SAREP office continued with the third year of the Student Campus Inclusivity Project. The focus of the project in 2018 was to build upon what was learned from the 2017 survey results by engaging a variety of students across all of OSU in focus groups. Themes from these focus groups centered around the student's sense of belonging on campus, their personal definitions of student success, and experiences of intimidation and conflict on campus and in classrooms.

### Employee Development and Support

At the division-level, employees are provided with quarterly opportunities to learn about a topic that is relevant to the work and priorities of the division through the Student Affairs Educators Forums. Information from these sessions are shared on a Canvas site which is accessible to anyone throughout the division. Additionally, division-wide meetings are held quarterly at which updates are shared,



successes are highlighted and celebrated, and individuals are honored for their service to students and the university.

Each department in the Division of Student Affairs employs their own strategies to develop and support faculty and staff. Across the board, professional development is held as a very important aspect of keeping employees engaged and their skills relevant. Professional development opportunities are offered in many forms such as attending discipline-specific conferences, hosting local educational opportunities such as webinars or inviting experts in the field to speak, or hosting internal training opportunities.

Additional strategies for supporting faculty include maintaining transparent and consistent communication within their teams and establishing shared departmental values and goals that align with divisional and university efforts. We broadly value engaging the strengths and professional autonomy of individual employees while simultaneously expecting accountability and responsibility. We conduct annual performance evaluations with regular check-ins on progress towards goals and strive to maintain relevant and accurate position descriptions and to ensure that employees are compensated at fair and competitive rates. Student affairs work can be incredibly demanding and does not adhere to a 9am-5pm 5-day work-week. With that said, work-life balance is something that our units strive for in different ways, depending on the flow of work within different positions and functional areas.

#### Resource Stewardship

A focus area of the Student Affairs Strategic Plan, is how the division is managing financial and physical resources. As a division with an overall budget of \$130M, \$220M of capital asset base (largely buildings, building renovations, vehicles, and equipment), it is imperative that we manage, plan and invest in a way that brings the greatest value to students, and sustains the long-term value of our assets. Two significant initiatives were prioritized this year. First was creating divisional accountability to Student Fee funded units, requiring internal vetting and review within the division, prior to units presenting their requests. This minimized competition for funds, increased cross-unit collaboration, and required complete transparency. As a result, the student fee increase was constrained to roughly half of the 14-year run rate, while not cutting student services.

Historically, facility renewal in Student Fee funded areas was managed through increases to the fee when the facility came close to, or actually failed. This was the second priority related to Financial/Resource Stewardship. Using an approach similar to the University-wide Infrastructure Working Group, we developed and submitted a 10-year divisional capital plan totaling over \$360M, funded through self-support revenue and student-voted fees. This plan prioritizes projects for anticipated cash availability due to retired debt, as well as identifies major capital investments needed to preserve buildings such as the Memorial Union and Dixon Recreation Center. This plan, along with the increased accountability and transparency created through the Student Fee process improvements, will ensure that unit leaders and student boards prioritize the ongoing investment that is necessary to preserve the assets they voted to fund, prior to hiring more personnel or funding additional programs.