

OKLAHOMA STATE UNIVERSITY  
DIVISION OF STUDENT AFFAIRS

# Annual Impact Report

2019-2020



DIVISION OF  
STUDENT AFFAIRS



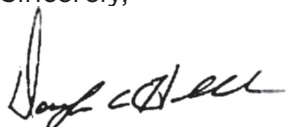


Dear Colleagues and Friends,

It was an honor to return to Oklahoma State University last year and join a team that is working to build the model of excellence in the student experience. Even as we planned and looked to the future, our campus community was presented with an unprecedented number of challenges. While responding to the needs of students and the campus community, we also continued to emphasize student learning and the academic mission, by striving to ensure that students were engaged, encouraged, and provided the support needed to be successful in the classroom and in life. The Division of Student Affairs is diverse both in its functions, and the ways that it inspires student development and learning. With its 8 departments, 596 full-time and part-time employees, and over 1,200 undergraduate and graduate student employees, the Division meets the daily needs of students through its 30 dining and 31 residence hall options; by honing leadership skills; promoting wellbeing and a healthy future; and, preparing students for the workforce through career development.

This document is the inaugural Student Affairs Impact Report. It represents the ways in which the people of Student Affairs devote their time, energy, and creativity to providing students with a transformative experience throughout their journey at Oklahoma State University. On behalf of our dedicated team and our valued campus partners, please enjoy this review of our efforts in the past year.

Sincerely,



Douglas A. Hallenbeck, Ph.D.  
Vice President for Student Affairs

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# Mission

To empower personal development and success through transformative experiences, services, and support

# Vision

The Division of Student Affairs will be the model of excellence, inspiring a thriving student experience through innovation, engagement, and inclusivity.

# Strategic Values



**Collaboration**

Sharing time, talent, and resources to best support students and the community



**Community**

Connecting people to the institution, one another, and shared purpose, to build meaning and make a difference



**Inclusivity**

Creating the environment where all feel welcomed, accepted, and respected



**Accountability**

Pursuing the solution to problems, driving fiscal innovation, and providing evidence of results



**Integrity**

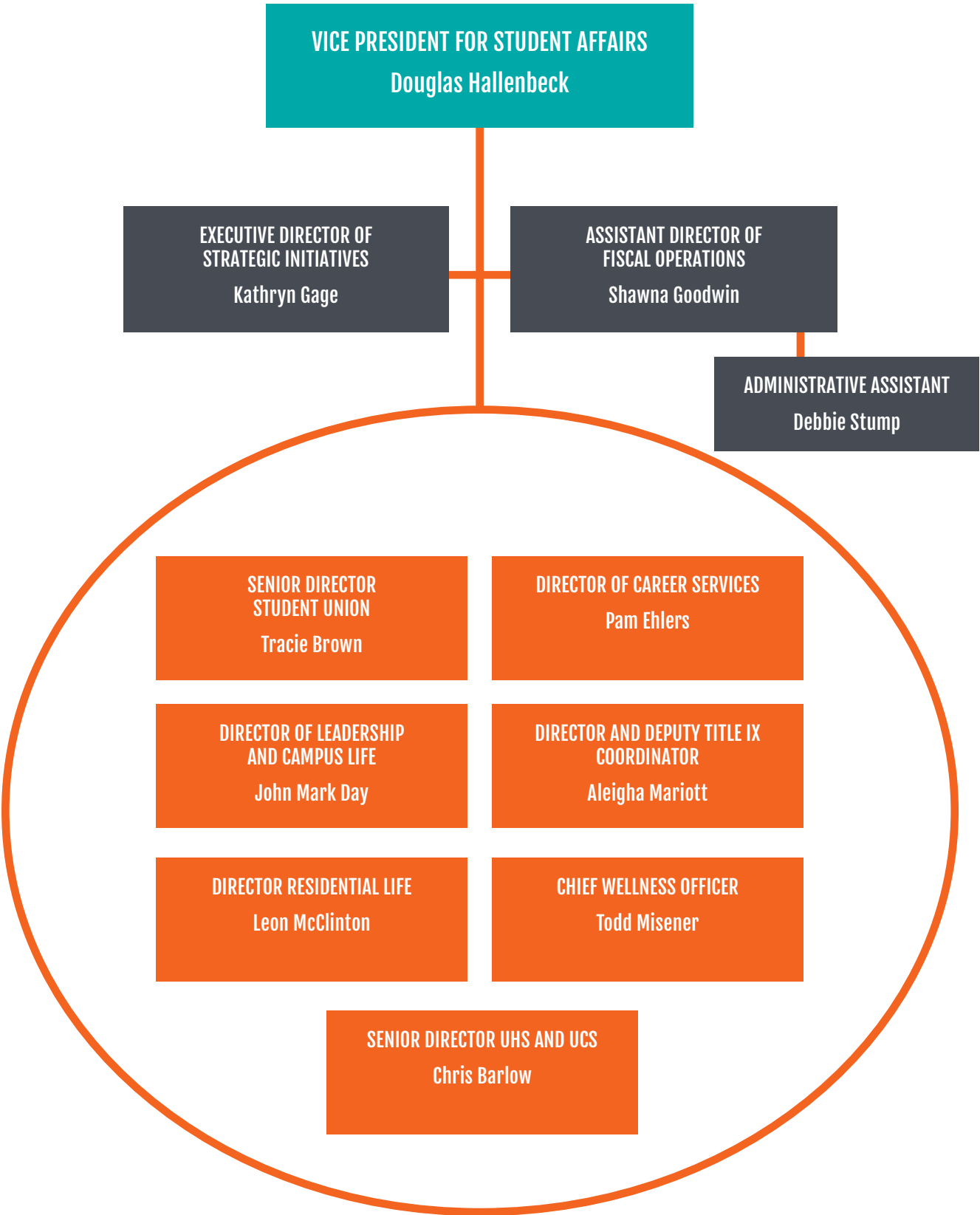
Adhering to the highest ethical and professional standards



**Excellence**

Applying a diverse pool of talents, strengths, and expertise to the continual development of high-quality programs and services

## OSU DIVISION OF STUDENT AFFAIRS ORGANIZATIONAL CHART







In January of 2020, the Division of Student Affairs launched its **five year strategic plan**. That plan emphasizes six key initiatives: **Engagement; Leadership; Learning; Operational Effectiveness; Support; and, Wellness**. These initiatives represent the priorities through which the Division is creating new and collaborative opportunities that prepare students for current and future success, as we work to solve the challenges facing our communities. Here are highlights of achievement in each area from the past year.



## ENGAGEMENT:

Providing the opportunity for students to connect to interests and involvement, and feel valued. Facilitating a culture of positive and inclusive relationships that promote student success.

### MEET COURTNEY NOISETTE, JUNIOR, THEATER MAJOR

“Serving as an Ambassador for Housing and Residential Life has helped me become a friendly, outgoing resource for incoming students and their families. I am more confident in my presentation skills, and have learned how to connect with new students and their family members.”

The newly developed Student Engagement Model emphasizes important milestones of transition from entering OSU, through graduation. The Division of Student Affairs provides experiences to connect students to campus, to their interests, and to self-discovery. Engagement efforts provide the pathway for students to attain academic and interpersonal success. (Strategic Plan 1.1.a)







# STUDENT AFFAIRS ENGAGEMENT MODEL

## (2020–2025)

Engagement Milestone	Engagement Outcomes	Sample Engagement Experiences
ENTERING OSU	<ul style="list-style-type: none"><li>Knowledge of campus resources</li><li>Connection to campus traditions</li></ul>	<ul style="list-style-type: none"><li>Camp Cowboy</li><li>Greek Discovery Day</li><li>Tradition Keepers App</li></ul>
FIRST YEAR	<ul style="list-style-type: none"><li>Early connections</li><li>High expectations</li><li>Clear academic plan and pathway</li><li>Engaged learning</li><li>Academic and social support network</li></ul>	<ul style="list-style-type: none"><li>Welcome Week</li><li>Learning communities</li><li>Diversity and global learning</li><li>Wellness programs</li><li>Leadership programs</li><li>Academic support programs</li><li>Campus traditions</li></ul>
SECOND YEAR AND THIRD YEAR	<ul style="list-style-type: none"><li>Involvement</li><li>Career planning</li><li>Connections and community</li><li>Academic support</li><li>Transitions in relationships</li><li>Career readiness</li><li>Applying theory to practice</li><li>Networking</li><li>Establishing identity</li><li>Finding meaning and purpose</li></ul>	<ul style="list-style-type: none"><li>Student organizations</li><li>Career advisement</li><li>Group discussions; panels</li><li>Common readings</li><li>Faculty interaction</li><li>Team projects</li><li>Internships</li><li>Cultural events</li><li>Service learning</li><li>Part-time jobs</li><li>Experiential learning</li><li>Study abroad</li></ul>
SENIOR YEAR TRANSITION	<ul style="list-style-type: none"><li>Transition to workplace</li><li>Taking on role of OSU alum</li><li>Maintaining wellbeing</li><li>Legacy leadership</li></ul>	<ul style="list-style-type: none"><li>Career fairs and seminars</li><li>Alumni events</li><li>Leadership roles</li><li>Peer educators/advisors</li><li>Capstone projects/reflection</li></ul>

# ENGAGEMENT IMPACTS AT A GLANCE:

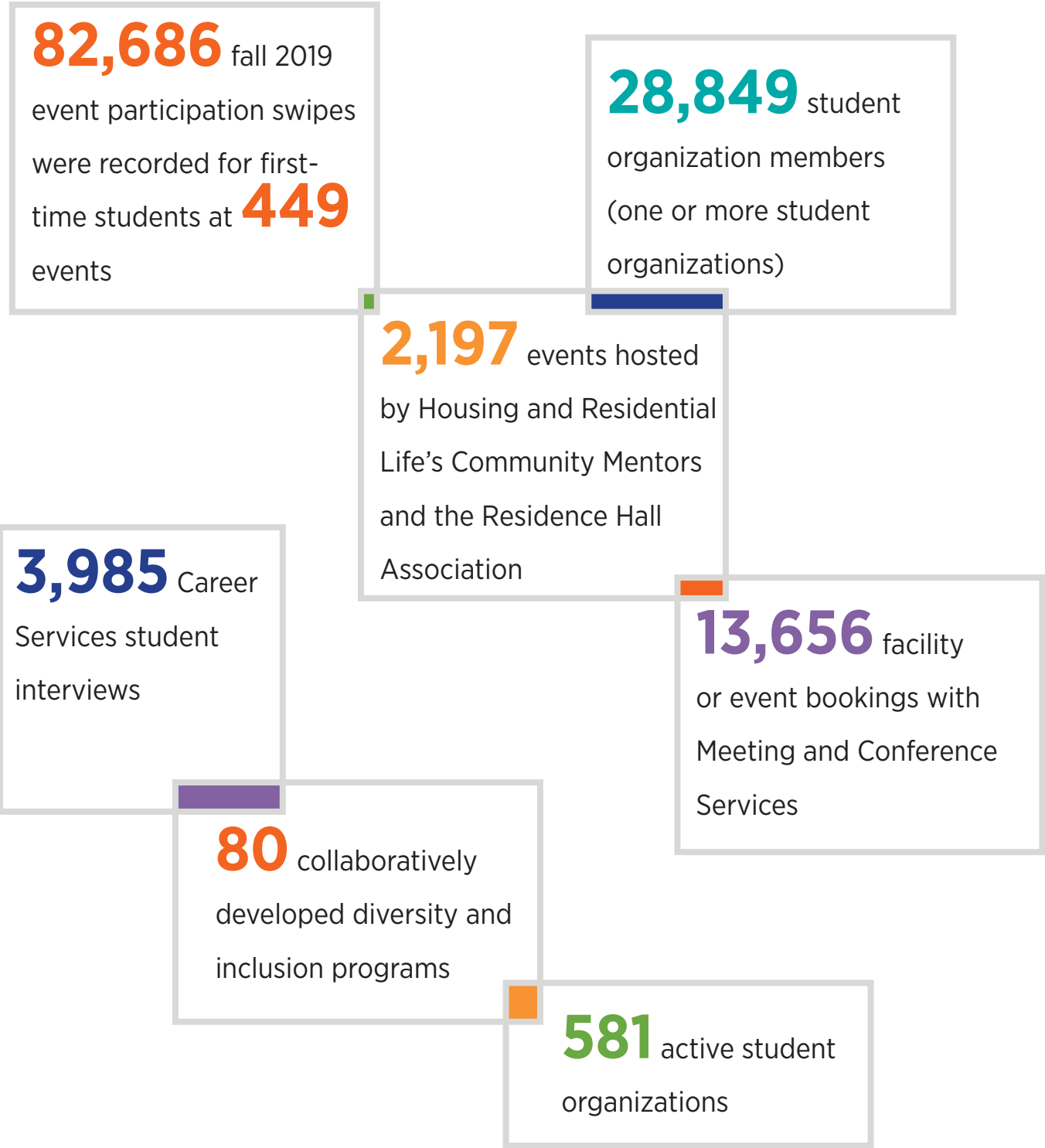
- First-year student retention rates increased in the fall of 2019 to 84.9%, up 1.7% from fall 2018.
- Over 95 percent of first-time, full-time students engaged in Division of Student Affairs programs and facilities, resulting in 98,621 participations.
- Housing and Residential Life created \$5,000 scholarships to recruit an additional 105 first-year students.
- Camp Cowboy 2019 welcomed 925 new students to learn more about life at OSU before the fall semester began.
- The Department of Career Services partnered with OSU colleges, departments, and student organizations, as well as community schools and business organizations to offer 49 workshops, events, and career fairs.
- The Student Union averaged 1,400 bookings per month, providing facilities, meeting spaces, tabling locations, and outdoor event preparation and execution for hundreds of programs and services related to students, staff, faculty, and the community.
- In spring 2020, the Division of Student Affairs employed 1,216 students, and 96% of these student employees were retained from the spring to fall semester.
- The Student Union forged an ESports Initiative collaboration with the School of Media and Strategic Communications to create an “eSports” certificate.
- Orange Tech (Student Union Bookstore) worked with the College of Education and Human Sciences to supply iPad testing solutions for 300 students.
- The Division offered numerous internships, assistantships, and preceptorship sites for OSU graduate students to apply classroom lessons.
- Leadership and Campus Life sponsored the Student Government Association’s annual Lights on Stillwater event in the fall of 2019, connecting more than 200 vendors and campus organizations to student participants, and raising over \$9,000 to benefit three local charities.
- A total of 15,968 unique students engaged in Department of Wellness programs.
- More than 90% of first-time, full-time students engaged in Department of Wellness programs resulting in 88,873 participations.

(Strategic Plan 1.1.b)





## ENGAGEMENT BY THE NUMBERS:



(Strategic Plan 1.2.a)

## ENGAGEMENT THROUGH TECHNOLOGY

In the spring of 2020, the use of technology was more important than ever in connecting students to the campus experience. A few of the innovations and creative uses of technology Student Affairs implemented included:

- Introducing the Career Plus app. The new app allows students to access career fair information from their phones, and attend career fairs virtually.
- Career Services recorded 1,343 student and employer virtual engagements.
- CampusLink registered 1,074 student events.
- University Dining Services launched NetNutrition, an online platform designed to allow users to build a virtual "plate" from food items at dining concepts in the Student Union, and obtain the nutritional content of their meal.
- Preordering, purchase of food, and a virtual Adams Market convenience store were provided using Grubhub.
- Leadership and Campus Life held a Virtual Greek Discovery Day during spring 2019.
- ShopOKState registered 13,440 online merchandise orders of textbooks and merchandise.
- Orange Tech (Student Union) partnered with the OSU Center for Health Sciences to provide 300 iPad testing solutions.
- Housing and Residential Life used Roompack to log 3,604 intentional conversations with student residents.
- The Department of Wellness acquired the Technogym fitness assessment and tracking software to manage fitness testing results and promotions.
- The Department of Wellness installed new facility management software (Innosoft Fusion) allowing online payments, program registration, and scheduling.

(Strategic Plan 1.3.a)







## LEADERSHIP

**Leadership: Developing students as leaders who create positive change in their communities, their country, and their world. Increasing capacity for OSU faculty and staff to teach and model leadership and civic engagement.**

### MEET RASJID BLACK, SOPHOMORE, MANAGEMENT MAJOR

“Being a Community Mentor has helped me become a better leader by developing my interpersonal and time management skills.”



## LEADERSHIP IMPACTS AT A GLANCE:

The Center for Ethical Leadership redesigned the application process for the President’s Leadership Council. An expanded set of high school involvement and experiences were considered, to widen the opportunities for emerging leaders with different perspectives and attributes to join the council.

In 2020, the Department of Leadership and Campus Life introduced the Lead Orange Awards and President’s Celebration of Leadership. This initiative used storytelling to highlight the leadership contributions of students, faculty, and staff. Social media was employed to spread the positive message of the dynamic and diverse ways in which students, faculty, and staff are constructively impacting campus and community.

Leadership opportunities are provided throughout the span of students’ time at OSU. In the summer of 2019, the President’s Leadership Council hosted The Leadership Experience for 160 high school students on campus in order to recruit the best leaders in the state to OSU. Students were involved in small group activities, team building, and student-led leadership workshops.

(Strategic Plan 2.1.a)







## LEADERSHIP BY THE NUMBERS:

**522** Number of students attending the Leadership Development Series

**51,435** number of volunteer hours recorded by the Student Volunteer Center

**\$40,000** amount raised by Greek productions for charities

**5,000** service hours contributed by President's Leadership Council and McKnight Scholars

**101** students recognized at annual Student Employee Awards Program

**\$83,000** amount raised by virtual CowboyThon for charity

**3,625** students registered with the Student Volunteer Center

(Strategic Plan 2.1; 2.2; and, 2.3)



In the summer of 2019, President's Leadership Council students traveled to Belize for a study and service abroad trip. The group volunteered at Sacred Heart Primary School, helping the school clean up the grounds, and hosting a "Sports Day" in which PLC students taught and played games with the students.





# LEARNING

**Learning:** Investing in the programs, people, and spaces that lead to demonstrated student learning. Advancing transformative and integrative student learning experiences.

## MEET HANNAH GOODMAN, GRADUATE STUDENT, MS IN ACCOUNTING

“From resume help to professional advice, Career Services was very helpful throughout the recruiting process. I was given advice on how to professionally handle certain situations, and also learned how to build my resume to appropriately convey the experiences I have had to promote myself to employers. I have officially accepted a job offer and will begin my career as a Tax Analyst this coming January.”



Five Division-wide student learning competencies were developed in 2019 by the Student Affairs Assessment Advisory Council, and approved by the Student Affairs leadership team, to guide the structure of out-of-classroom learning experiences. The competencies represent the learning priorities of the Division, and are designed to engage students in applying and connecting what they are learning inside and outside of the classroom. These learning priorities are put forward to provide students with skills and knowledge that serve them beyond their time at Oklahoma State University.

(Strategic Plan 3.1.)

## STUDENT AFFAIRS LEARNING COMPETENCIES

**CRITICAL THINKING:** Identifies important problems, questions, and issues through comprehensive exploration to reach a conclusion or an opinion.

Critical Thinking: identifies important problems, questions, and issues through comprehensive exploration to reach a conclusion or opinion.**					
Domain	Outcome Dimension**	Definition of Dimensions	Action Words***	Student Developmental Experiences for Learning	Sample Student Learning Outcomes
CRITICAL THINKING	Identification of issue	Identifies the issue/problem; incorporates all relevant information in the analysis of the presenting problem	<ul style="list-style-type: none"><li>Analyze</li><li>Appraise</li><li>Assess</li><li>Choose</li><li>Classify</li><li>Create</li><li>Criticize</li><li>Deduct</li><li>Demonstrate</li><li>Develop</li><li>Examine</li><li>Find</li><li>Formulate</li><li>Identify</li><li>Infer</li><li>Interpret</li><li>Perceive</li><li>Relate</li><li>Summarize</li><li>Survey</li><li>Tell</li></ul>	<ul style="list-style-type: none"><li>Career Counseling</li><li>Event Planning</li><li>Financial Seminars</li><li>Front Desk Interactions</li><li>Officer Workshops</li><li>Online Training</li><li>Peer Education Programs</li><li>Personal Counseling</li><li>Programming Decisions</li><li>Travel Health Workshop</li></ul>	Students participating in flag football, soccer, volleyball, basketball, or softball will recognize specific challenges and demonstrate problem-solving abilities
	Analyzes supporting data	Evaluates and examines data for accuracy and relevance			Students taking part in the Treasurer’s Workshop will review methods for analyzing financial statements
	Considers context and assumptions	Analyzes personal and outside viewpoints, along with assumptions, when addressing the scope of an issue			1is2Many Student Advisory Board members will consider input from multiple sources when designing annual programs
	Communicates own perspective	Demonstrates ownership of one’s position by drawing support from experience and outside sources			Students introducing legislation to the Student Government Association will present the rationale for the proposal
	Assesses conclusions, implications, and consequences	Identifies the context, assumptions, and evidence to qualify one’s assertions with an issue			Students determining activity fee allocations will relate annual funding priorities to final budget distributions

Bodies of Knowledge  
Learning Reconsidered\*  
Association of American Colleges & Universities\*\*  
Bloom’s Taxonomy\*\*\*



**CAREER READINESS:** The attainment and demonstration of requisite skills that broadly prepare students for a successful transition into the workplace.

Career Readiness: The attainment and demonstration of requisite skills that broadly prepare students for a successful transition into the workplace. **					
Domain	Outcome Dimensions**	Definition of Dimensions**	Action Words***	Student Developmental Experiences for Learning	Sample Student Learning Outcomes
CAREER READINESS	Professionalism	Demonstrates personal accountability and effective work habits (e.g. punctuality, working productively with others, workload management); understands the impact of nonverbal communication on professional work image	<ul style="list-style-type: none"><li>• Apply</li><li>• Build</li><li>• Choose</li><li>• Compare</li><li>• Contrast</li><li>• Define</li><li>• Describe</li><li>• Develop</li><li>• Distinguish</li><li>• Explain</li><li>• Identify</li><li>• Interpret</li><li>• Label</li><li>• List</li><li>• Locate</li><li>• Make use of</li><li>• Maximize</li><li>• Name</li><li>• Relate</li><li>• Select</li><li>• Summarize</li></ul>	<ul style="list-style-type: none"><li>• Career Development Workshops</li><li>• Internships</li><li>• Group Projects</li><li>• Academic Projects</li><li>• Career Fairs</li><li>• Mock Interviews</li><li>• On-Campus Interviews</li><li>• Resume Review Workshops</li><li>• Volunteering</li><li>• Part-time Jobs</li><li>• Study Abroad</li><li>• Majors and Minors Fair</li><li>• Networking Events</li><li>• Student Organizations</li></ul>	Student selected as Share the Wealth peer educators will demonstrate time management and public speaking skills
	Career Management	Identifies and articulates one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identifies areas necessary for professional growth; navigates and explores job options; understands and can take necessary steps to pursue opportunities; understands how to self-advocate for opportunities in the workplace			Students who participate in Resume Review Day will create a resume or CV that reflects their qualifications and strengths for their desired career field
	Teamwork	Builds collaborative relationships with colleagues and constituencies representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints; works within a team structure			Students serving in the Student Government Association Multicultural Activities Council will build connections with diverse organizations in planning MAC Week events

Bodies of Knowledge  
Learning Reconsidered\*  
National Association of Colleges and Employers\*\*  
Bloom's Taxonomy\*\*\*

**INTERCULTURAL AND GLOBAL FLUENCY:** Developing skills and demonstrating characteristics that are necessary for effective and appropriate interactions in a variety of cultural, social, and global settings.

Intercultural and Global Fluency: developing skills and demonstrating characteristics that are necessary for effective and appropriate interactions in a variety of cultural, social, and global settings. **					
Domain	Outcome Dimensions**	Definition of Domains**	Action Words***	Student Developmental Experiences for Learning*	Sample Student Learning Outcomes
INTERCULTURAL AND GLOBAL FLUENCY	Understanding of self	Understands one's own cultural, social, and global perspective; perceives how different factors can influence one and one's role in society	<ul style="list-style-type: none"><li>• Analyze</li><li>• Apply</li><li>• Classify</li><li>• Compare</li><li>• Construct</li><li>• Create</li><li>• Criticize</li><li>• Defend</li><li>• Define</li><li>• Develop</li><li>• Discuss</li><li>• Evaluate</li><li>• Explain</li><li>• Formulate</li><li>• Illustrate</li><li>• Interpret</li><li>• Interview</li><li>• Propose</li><li>• Relate</li></ul>	<ul style="list-style-type: none"><li>• Allied Arts</li><li>• Ally Programs</li><li>• Community-based Learning</li><li>• Cultural Festivals</li><li>• Identity Group Programming</li><li>• Intergroup Dialogue Programs</li><li>• Programs on World Religions</li><li>• Study Abroad</li><li>• Travel Health Clinic</li></ul>	Participants in the Resumes for Returning Study Abroad Students will develop resume content that relates one's experience to the workplace
	Understanding of others	Knows about variable cultural, social, and personal views held by others, as well as how the views and experiences of others are affected by different factors (e.g. social, structural, economic, etc.)			Fraternity and sorority members taking part in the Diversity and Inclusion Workshop will discuss how societal factors impact one's life experience
	Experience - exposure	Seeks out opportunities to learn about, and be exposed to, different contexts and cultures			Students taking part in the Housing and Residential Life Alternative Spring Break will reflect on the modern day impact of historical events experienced in the community visited
	Experience - engagement	Pursues opportunities to interact with others; integrates knowledge about other people, their perspectives, and communication styles into positive interactions			Sign and Dine participants will interact and communicate with other diners using American Sign Language

Bodies of Knowledge  
Learning Reconsidered\*  
AACU Intercultural Knowledge and Competence VALUE Rubric; AACU Global Learning VALUE Rubric; CAS Learning and Development Outcomes; Deardorff, D.K. (2011), Assessing intercultural competence. New Directions for Institutional Research, 2011: 65-79. doi:10.1002/ir.381\*\*  
Bloom's Taxonomy\*\*\*





**LEADERSHIP:** A process wherein individuals influence others to create positive change.

Leadership: A process wherein individuals influence others to create positive change**					
Domain	Outcome Dimensions**	Definition of Dimensions**	Action Words***	Student Developmental Experiences for Learning	Sample Student Learning Outcomes
LEADERSHIP	Individual Values	Understands one’s strengths, abilities, and values, as well as how to leverage those to bring about positive change	<ul style="list-style-type: none"><li>Classify</li><li>Compare</li><li>Contrast</li><li>Criticize</li><li>Describe</li><li>Defend</li><li>Demonstrate</li><li>Develop</li><li>Distinguish</li><li>Interpret</li><li>Model</li><li>Name</li><li>Plan</li><li>Prioritize</li><li>Propose</li><li>Relate</li><li>Show</li><li>Support</li><li>Test for</li><li>Understand</li></ul>	<ul style="list-style-type: none"><li>Community Organizations</li><li>Emerging Leaders Groups</li><li>iLEAD Seminars</li><li>Leadership Courses</li><li>Outdoor Adventure</li><li>Service Projects</li><li>Sports Teams</li><li>Student Governance Boards (RHA, SGA)</li><li>Student Judicial Boards</li><li>Student Organizations</li></ul>	Participants in the Uncover Your Strengths exercise will explore their personal abilities
	Group Values	Recognizes the unique needs and abilities of others and how to appropriately collaborate and provide challenge			The CowboyThon leadership team will assign subcommittee chairs
	Community Values	Understands one’s role in both local and global communities; actively seeks opportunities for positive change			Students selected for the Student Ambassador program will model civic engagement by volunteering 35 hours per semester
	Influence	Discerns dynamics of power and justice and the role one plays in leading others to create positive change			Students who attend the Managing Student Organizations workshop will identify the various governance councils on campus
	Integrity	Incorporates ethical decision making processes and how to lead with congruence; considers others’ viewpoints ; demonstrates empathy in decisions			Students who attend the IFC Judicial Board Training Workshop will interpret case studies by applying concepts covered in the session

Bodies of Knowledge  
Learning Reconsidered\*  
Exploring Leadership: for College Students Who Want to Make a Difference; Leadership: Theory and Practice\*\*  
Bloom’s Taxonomy \*\*\*

**LIFE SKILLS:** The ability to acquire and utilize the intellectual and practical skills necessary to live a healthy, productive, and successful life.

LIFE SKILLS: The ability to acquire and utilize the intellectual and practical skills necessary to live a healthy, productive, and purposeful life. **					
Domain	Outcome Dimensions*	Definition of Dimensions	Action Words***	Student Developmental Experiences for Learning*	Sample Student Learning Outcomes
LIFE SKILLS	Goal Setting	Sets and pursues individual objectives; recognizes and formulates strategies to overcome obstacles; adapts to changing circumstances	<ul style="list-style-type: none"><li>Apply</li><li>Choose</li><li>Classify</li><li>Communicate</li><li>Construct</li><li>Define</li><li>Develop</li><li>Discover</li><li>Discuss</li><li>Explain</li><li>Formulate</li><li>List</li><li>Identify</li><li>Outline</li><li>Plan</li><li>Select</li><li>Summarize</li><li>Tell</li><li>Use</li></ul>	<ul style="list-style-type: none"><li>Campus Recreation Programs</li><li>Career Counseling</li><li>Club Sports</li><li>Community Mentors</li><li>Financial Management Seminars</li><li>Health Education Programs</li><li>Mock Interviews</li><li>Personal Counseling</li><li>Planning and Organizing Events</li><li>Portfolios</li><li>Student Employment</li></ul>	Students who take part in the Wellness Department’s Vision Board Workshop will identify short- and long-term personal goals
	Forming Relationships	Establishes healthy and respectful relationships; uses positive interdependence; manages conflict			Students participating in the Love Line program will be able to communicate solutions for handling relationship conflict
	Well-being	Engages in behaviors and contributes to an environment that promotes well-being and reduces risk; takes responsibility for personal behavior; acts in an ethical manner; maintains education, work, and leisure-time balance			Those completing the Community Mentor training sessions will be able to develop a plan for balancing work, academic, and leisure pursuits
	Practical Competence	Communicates effectively through written, spoken, and technological methods; exhibits self-reliant behaviors such as time and financial management			Students taking the Family Resource Center’s Vocabulary and Communication course will apply new vocabulary words to a variety of everyday conversations

Bodies of Knowledge  
Learning Reconsidered\*  
Bloom’s Taxonomy\*  
Council for the Advancement of Standards Learning and Developmental Outcomes\*\*\*



Each year the Student Affairs Assessment Advisory Council affirms co-curricular learning by showcasing Signature Assessment projects (Strategic Plan 3.1.b). Read more on the Division’s assessment website:

<https://studentaffairs.okstate.edu/assessment/reports.html>

LEARNING IMPACTS: AT A GLANCE

Student Affairs continues the learning process outside of the classroom by offering opportunities for students and the campus community to connect to the conversations, programs, and experiences that result in the attainment of key competencies.

- The Department of Housing and Residential Life launched the College of Engineering, Architecture, and Technology faculty-in-residence program, offering tutoring and career guidance for first-year CEAT students.
- Career Services collaborated with the Graduate College on a Career Power Hours series for Ph.D. and Master’s students.
- The Center for Ethical Leadership introduced a graduate level Leadership Development Series.

Student Affairs provides experiential training sites for graduate and undergraduate programs.

- University Counseling Services increased the number of graduate students from Psychology and Counseling professional programs.
- University Dining Services provided internship, practicum, and preceptor sites for Nutritional Sciences undergraduate and graduate courses.
- University Health Service served as a residency site for the OSU Center for Health Sciences.
- The Department of Wellness collaborated with the OSU Exercise Science program and the American College of Sports Medicine to conduct the personal training course and certification exams; and, provide practical applied coaching and training experience to students.
- The Department of Wellness collaborated with OSU Nutritional Sciences to host Employee Wellness nutrition workshops and seminars.

(Strategic Plan 3.1.e)

LEARNING: BY THE NUMBERS

**11,078** Number of students participating in the risk management training offered by the Office of Fraternity and Sorority Affairs and Student Support and Conduct

**741** students participating in 14 Living Learning Programs offered by Housing and Residential Life

**7,441** Number of sexual assault prevention training sessions provided by 1is2Many through Student Support and Conduct during 2019

**93** Collaborations with graduate programs associated with the Division of Student Affairs  
(Strategic Plan 3.1.e)

**23** hours of student programs offered by the Family Resource Center each week with 35 hours of after-school and tutoring programs offered to children residing in campus housing





# OPERATIONAL EFFECTIVENESS

**Operational Effectiveness: Providing effective and ethical stewardship of resources. Communicating opportunities and achievement to stakeholders. Quantifying vision-to-action by measuring divisional and departmental needs and assessing progress towards goals.**

## MEET BRAEDEN FIELDS, SENIOR, CONSTRUCTION ENGINEERING TECHNOLOGY

“I was fortunate enough to be a scholarship winner through University Dining, which was very helpful in paying my college tuition. They have been very giving and very flexible throughout my three years of service.”



Key Performance Indicators (KPIs) are the benchmarks of effectiveness for each area in the Division. In 2019-2020, Student Affairs departments identified those metrics of performance that mark progress towards intended results for the year. Select KPIs not listed in other sections of this report include:

## CAREER SERVICES

- 15,611 = Job applications submitted through the Hire System
- 12,831 = Attendance at Career Services programs
- 8,486 = Jobs posted in the Hire System
- 6,888 = Alumni using Career Services resources
- 5,726 = Career counseling assessments
- 3,985 = On-campus interviews
- 1,691 = Student and alumni appointments with Career Services
- 1,162 = Number of employers registered for Career Fairs
- 874 = Internships reported by Career Services

## HOUSING AND RESIDENTIAL LIFE

- 5,433 = Number of residential students at final fall 2019 move-in date

## LEADERSHIP AND CAMPUS LIFE

- 25,362 = number of service hours performed by fraternity and sorority members
- 4,216 = number of students involved in 45 fraternity or sorority chapters with a spring 2020 grade point average of 3.43

## STUDENT SUPPORT AND CONDUCT

- 1,333 = history checks completed during the 2019-2020 academic year
- 159 = cases addressed through the Care Team

## STUDENT UNION

- 8,900 = Estimated number of guests per day visiting the OSU Student Union, the largest in the nation

## UNIVERSITY DINING SERVICES

- 2,040,094 = Number of University Dining Services transactions
- 8,441 = Number of students with meal plans
- 1,400 = Average number of catering events each of the past three years



## UNIVERSITY HEALTH SERVICES

20,216 = Number of visits to University Health Services

4,000 = Number of free flu shots given to students during flu season

## OFFICE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS

76 = Students completing the Leadership OSU Mentor Program

Strategically expanding divisional revenues through gift and grant revenue opens opportunities for students to continue their studies by removing financial obstacles. In Fiscal Year 2020, 270 students received Cowboy Strong funds to manage emergency expenses. Gifts to the Cowboy Strong Fund totaled \$126,841 in FY 20.

(Strategic plan 4.2.b; and, 5.3.b)

## WELLNESS

- 437,980 = number of visits to the Colvin and Seretean Wellness Centers.
- 55,123 = number of student participations in the 39 Intramural Sports programs, with 2,835 games played.
- 25,140 = number of fitness program participations in the 4,610 fitness classes, and 2,926 personal training sessions.
- 4,050 = number of participation Outdoor Adventure programs and facilities.
- 35 active Sport Clubs, with 836 student members, resulting in 1,612 games played.

**Enhancing campus facilities is part of the Division of Student Affairs' long-term facilities plan. Select projects from FY 20 included:**

- The Department of Wellness opened a new, state-of-the-art Challenge Course. The Colvin tennis courts, 4Gym South, outdoor adventure features, and climbing wall were all renovated.
- The Career Services' employer lounge was remodeled to provide a welcoming space for employers.
- The basement of Bennett Hall was renovated to create student zones for entertainment, study, and art.
- Over 125 Family and Graduate Student Housing apartments were refurbished.
- The School of Agriculture's and School of Business's Living Learning Programs common areas and lounges were remodeled.
- Patillo's Convenience Store Community Center was remodeled.
- The new "Dash" smoothie concept was opened in the North Dining Facility.

- The Student Union completed the first phase of the West Porch repair; converted door access in the basement (from the middle level of the garage) to motion sensor doorway to provide easy access for wheelchairs; and, refurbished the ballroom ceiling.
- Construction began on the ESports Lounge, to repurpose part of the Cowboy Underground into arena space.
- The remodel of 308 Wes Watkins Center converted unused space to a beautiful, 150+ person meeting space with a view of Boone Pickens Stadium.
- The Student Union Activities Board relocated from the basement of the Student Union to a more prominent location on the second floor with other Leadership and Campus Life offices.
- Student Accessibility Services relocated from the Student Union to University Health Services.

(Strategic Plan 4.3.b)

## HONORS, AWARDS, AND DISTINCTIONS

The Student Affairs value of Excellence was exemplified by the numerous honors, awards, and distinctions earned by staff, graduate and undergraduate students, and student groups associated with the Division. Those honored at the state, regional, and national level during 2019-2020 included:

### Leadership and Campus Life

- Kayla Loper served as chair of the National Association for Campus Activities Central Conference.
- OSU Interfraternity Council (IFC) won the Jellison award for top IFC council Association of Fraternal Leadership and Values.

### Housing and Residential Life

- Fred Dillard received The Minor Award for Advisement from the National Residence Hall Honorary (NRHH).
- Rachel Mozingo was awarded the Bob Huss Graduate Student of Year Award at the annual Southwest Association of Colleges and University Housing Officers (SWACUHO).
- Haden Raynor was recognized as the Graduate Advisor of the Year by the Southwest Affiliate of College & University Residence Halls (SWACURH).
- 1 is 2 Many was awarded the Commitment to Advocacy Award by SWACURH.
- Housing and Residential Life won the Commitment to Sustainability Award (SWACURH).
- Fred Dillard was sworn in as Ad-Hoc Advisor for the President's Boardroom (SWACURH).
- Carson Elmore was awarded Volunteer of the Year (SWACURH).





### Student Union

- Dawson Hirt captured third place, Digital Campaigns/Student Category, Association of College Unions International (ACUI) Awards.
- Celeste Torres won third place, Promotional Products/Student Category, ACUI.
- Coleton Gambill and Debbie Shotwell garnered third place, Video/Professional Category, ACUI.

### University Counseling Services

- The department was accredited under the auspices of University Health Services, by the Accreditation Association for Ambulatory Health Care.

### University Dining Services

- Six restaurants were named “Certified Healthy Restaurants” by the State of Oklahoma: Zest, Country BBQ, The Natural, Bread and Beyond Deli, Which Wich, and Breakfast & Burgers, Co.

### Department of Wellness

- Matt Beck was elected National Intramural and Recreational Sports Association (NIRSA) Region IV representative.
- Todd Misener was recognized with the NIRSA Research and Assessment Award.
- Kari Pratt was named Oklahoma state representative for the South West American College Health Association.
- Klee Sellers was elected to serve as the NIRSA State Director for Oklahoma.
- Jake Heidenreich was elected to serve as the NIRSA Student Leader for Oklahoma.
- Klee Sellers served as the Chair of the NIRSA Region IV Intramural Sports Committee.
- Klee Sellers and Jason Linsenmeyer both served on the NIRSA Competitive Sports Institute Planning Committee.
- Klee Sellers and Jason Linsenmeyer both served on the NIRSA National Basketball Tournament Committee.
- Jason Linsenmeyer served on the NIRSA Region IV Club Sport Committee.
- Celina Tabuena served on the NIRSA Region IV Fitness Committee.

### (Department of Wellness) ABLE Tech

#### State-Level Programs Rankings (National)

- Device Demonstration: #1 out of 56 programs participating from a total of 6,807 nationally
- Device Short-Term Loan: #3 out of 56 programs with a total of 2,719 nationally
- Financial Loans: #1 out of 56 programs participating from a total of 273 nationally

#### State Leadership Programs Rankings (National)

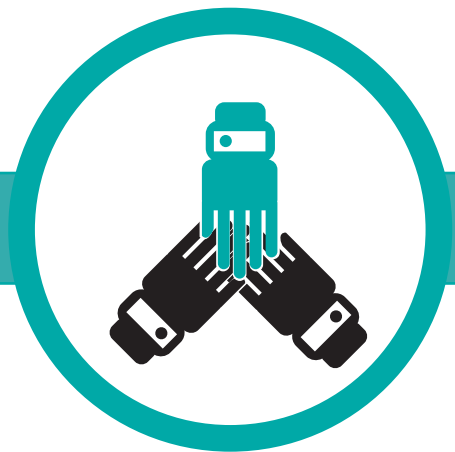
- Training: #6 out of 56 programs participating from a total of 3,869 nationally
- Information and Assistance: #4 out of 56 programs participating from a total of 11,057 nationally

### Office of the Vice President for Student Affairs

- Kathryn Gage was named Chairperson of Oklahoma AmeriCorps.

### Division of Student Affairs

- Seven departments were recognized as certified healthy departments by the state of Oklahoma in 2019: Career Services, Student Support and Conduct, Student Union, University Dining Services, University Health Services, Department of Wellness, and the Office of the Vice President for Student Affairs.



## SUPPORT

**Support: Creating and sustaining the programs and services that drive student success. Fostering a university-wide collaboration to ensure alignment and continuous improvement in supporting students.**

### MEET BRODIE MYERS, SOPHOMORE, MULTIMEDIA JOURNALISM MAJOR

“My mentor helped me navigate all of the challenges of my first year at Oklahoma State, and has become a personal friend since. Leadership OSU changed my college life dramatically!”



Early in the spring 2019 semester, the Division of Student Affairs began transitioning many programs and services to a virtual environment, as the campus concluded in-person classes, and conducted the remainder of the semester online. Essential services like Housing, Dining, and Health Services acted immediately to deliver a safe environment and provide services to students. The departments of Career Services, and Leadership and Campus Life offered events and programs both through technology and in person, ensuring that students were connected to opportunities for wellbeing, social interaction, and success. Departments like University Counseling Services, and Student Support and Conduct, found ways to offer support and connection for students amid a rapidly changing situation. The Student Union and Wellness Departments began messaging to students in new and timely ways, while beginning the process of reconfiguring their physical spaces to accommodate protective measures for the campus community.

The goal of providing continuity in programs and services meant leveraging technology to offer connection and support. Many traditional programs continued in the spring and through the summer, although in a new, virtual format. Preparations for the fall semester were begun throughout the summer months, with the goal of providing the best experience for students and all constituents, while devoting attention to safety, and the academic mission.

#### Select COVID response actions by the Division of Student Affairs:

- University Health Services (UHS) led efforts with state, community, and campus partners to formulate the regional pandemic plan. UHS and Payne County worked together to perform contact tracing, and integrated state technology systems to report, manage, and contact individuals with positive COVID cases. UHS provided information and guidance to the campus, and offered testing and health services.
- The Office of the Vice President for Student Affairs and University Health Services created a COVID support team to track positive COVID cases, as well as those that were self-reported as positive or exposed. Staff spoke with each student affected to provide resources, and ensure their needs were met.
- UHS partnered with the OSU Center for Health Sciences to train for testing efforts, secure the procurement of supplies, and assist with the launch of the state's COVID laboratory.
- UHS implemented a daily swabbing process for the OSU community.
- UHS organized the donation of PPE supplies to the regional medical center.
- Housing and Residential Life assisted students in an early move-out process.
- The Student Union and Department of Wellness teams worked with the Registrar to reconfigure spaces to prepare for fall 2020 classes.
- The Student Union relocated and reallocated furniture and spaces to create safe, social-distanced dining and lounge spaces. The Student Union worked with the University Planner, Fire Marshall, and Registrar to create practical, safe, and socially-distanced meeting spaces, policies, and social distancing capacities for student groups, faculty/staff departments, and, community organizations.





- In lieu of a large, university-wide graduation ceremony, the Student Union worked with campus constituents to offer space for graduation celebrations for all of the Colleges.
- The Student Union created a variety of online content to engage students while in quarantine, including 23 custom OSU coloring pages, Instagram story quizzes, easy quarantine meal recipes, interactive Late Night Café, and, campus videos.
- Preparations were made to organize and offer COVID screenings at the Wes Watkins Center and Colvin Center to incoming and returning students living in university residential spaces.
- The Office of the Vice President, in coordination with Facilities Management and University Information Technology, began planning to distribute hand sanitizer and masks to all students via Colleges, departments, and other, centralized locations for the opening of the fall 2020 semester.
- The Student Union worked closely with Brand Management in creating signage for the building reopening, and supporting the Cowboys Coming Back messaging.
- The University Store maintained the ability to serve the OSU community when the Student Union was physically closed, fulfilling 3,176 online orders. Flexible buy-back and book purchasing options were offered for the spring and summer semesters.
- The Student Affairs Marketing Committee worked with Brand Management on special COVID response messaging through social media, as well as video and website resources.
- The Student Affairs Marketing Committee launched a social media campaign to increase followers and engagement.
- The Student Union's scheduling software allowed students to continue to reserve indoor and outdoor space, tabling locations, and permits virtually and safely.
- University Dining Services created specially packaged meals for purchase at the Twenty Something store after COVID forced many dining operations to close; created a virtual convenience store; and configured safety layouts in campus restaurants.
- University Dining Services implemented software that allowed for contactless payment; and increased mobile food ordering capabilities.
- The Department of Wellness offered online fitness classes, and health and wellness seminars.
- Fraternity and Sorority Affairs hosted online webinars to encourage student connection, covering topics such as virtual recruitment and member engagement. The annual awards program was conducted online, with more than 1,200 individual views.
- The Office of Arts, Culture, and Entertainment continued student interaction, hosting online student meetings, and programs such as virtual trivia contests, a virtual art gallery, online group movie viewings, and an end-of-year banquet.
- The Student Government Association used Instagram Live for a virtual philanthropy event, raising more than \$83,000 remotely. Senate meetings and spring officer inauguration were conducted online after Spring Break.

- Camp Cowboy conducted six week student staff training online, and interacted with first-year and transfer students throughout the summer.
- Student Affairs provided salary for student workers throughout the spring semester, after the transition to online classes.

## SUPPORT: AT A GLANCE

- In 2019, the Office of Student Conduct changed its name to the Department of Student Support and Conduct to reflect its expanded mission of offering students the resources and guidance needed for their personal success. The position of Coordinator of Case Management was added to provide attention and support to students navigating challenging circumstances, and to provide students with the connection, information, and encouragement needed to continue reaching their academic and personal goals. (Strategic Plan 5.1.b)
- In the summer of 2019, the Critical Incident Policies and Procedures Book was completed as a guide for consistent and compassionate response to campus incidents. The Critical Incident Response Team was founded and began meeting at those times when students are involved in or impacted by an emergency situation. (Strategic Plan 5.1.a)
- The Healthy Minds Study was initiated in the fall of 2019. This includes the administering of the Healthy Minds survey, to obtain a baseline of information to determine which of the Division's programs are most impactful to students' mental well-being. (Strategic Plan 5.2.c)
- University Health Services began offering a SoonerCare option to students as an insurance choice.
- University Health Services sponsored the MobileSmiles Dental bus every semester to provide free dental care for those in need.
- University Health Services provided immunizations to both study abroad, and incoming international students through its Travel Health program.
- The Office of the Vice President for Student Affairs advised the OSU Foster Youth Advocates student organization, and managed the distribution of the Daybreak Fund for former foster youth attending Oklahoma State.
- Mental Health First Aid training, an eight hour training program offered by the Department of Wellness was completed by 324 OSU students and staff in FY 20. (Strategic Plan 5.2.d)



In 2019, two new programs addressing food insecurity were introduced. Pete's Eats offered students a way to access unused meals from the Student Union dining operations by signing up for notification when meals are available. 450 meals were served in the first three weeks.

Leadership and Campus Life partnered with a local food and resource center to present "OSU Nights at Our Daily Bread", which provided members of the OSU community with special access to food distribution.

University Dining Services and the Family Resource Center partnered to provide unserved meals to 192 children and 185 adults living in family housing.

(Strategic Plan 5.3.a)



## WELLNESS

**WELLNESS:** Infusing wellness into everyday operations, business practices, and campus culture. Improving the health of the people who live, learn, work, and play on campus and in the community.

### MEET VICTOR PINEIRO, SENIOR, ZOOLOGY MAJOR

"The Department of Wellness has given me insights into the importance of self-discipline in both the gym and my life."







The Department of Wellness uses the seven key behaviors expressed in the Strategic Prevention Framework Model to realize the six defined values of the Division of Student Affairs across both the on-campus OSU community and the state of Oklahoma as a whole. Each key behavior is aligned with the Division's values, and can be defined as follows:

**Assessing** is the gathering, analyzing, and applying of data to clearly define a community, understand the community's needs, and respond to them in an effective way.

**Capacity Building** is the process of building resources, engaging local stakeholders, and strengthening the community's ability to respond to challenges.

**Strategic Planning** is the practice of selecting evidence-based strategies, interventions, and activities that meet the needs of a community, developing a framework for the successful implementation of these activities, and creating SMART objectives for the planned work.

**Implementing** is moving forward the goals and objectives of the evidence-based actions laid out in a strategic plan with fidelity, cultural competency, and sustainability. Implementation can represent a single program, intervention, or activity, but more often represents a suite of interconnected, evidence-based actions working to achieve common goals.

**Evaluating** is the intentional act of measuring the effectiveness of the performed actions, as well as the efficiency of the problem-solving process as a whole. Evaluation reveals if measurable outcomes achieved through the actions taken, what changes could be made to increase the efficacy of effort, and next steps for process improvement. In addition to measuring individual initiatives, this behavior is intended to be an ongoing process, which is built into every step of the model.

**Sustaining** is the act of intentionally building towards the long-term viability of both process and activity. This behavior cuts across every step of the model and is used to ensure that steps taken towards a goal or objective are repeatable in perpetuity.

**Including** is establishing Cultural Competency within every action taken and is a cross-cutting component of the model. Achieving cultural competency requires soliciting and receiving input from a representative group of community members. In addition to actively listening and receiving feedback from the community

(Strategic Plan 6.1.b)

## WELLNESS: AT A GLANCE

- The JED Campus initiative was launched in fall 2019 in partnership with the Department of Wellness, University Health Services, and University Counseling Services. During the fall semester, the Health Minds Study and a comprehensive assessment of mental health policies, programs, and infrastructures was completed. Over 2,000 students completed the Healthy Minds Study. (Strategic Plan 6.2.a)
- The entire campus community benefits from the numerous programs, services, and facilities offered by the Department of Wellness. Students, faculty, staff, and community members engaged in Wellness programs a total of 151,997 times during 2019-2020. (Strategic plan 6.2.d)
- 853 unique, full-time OSU employees participated in Employee Wellness Programs.
- The Department of Wellness offered 11 different employee wellness programs and 59 program sessions.
- OSU Employee participations in the Employee Program totaled 13,232.
- Student Wellness was awarded a \$50,000 opioid prevention grant from the Oklahoma State Regents for Higher Education.
- 1,425 unique students participated in Student Wellness Programs.
- 1,908 student participations were logged for Student Wellness Programs.
- 105 Student Wellness Events took place.
- 32 in-person group or classroom presentations were provided.
- Department of Wellness Sponsored Programs/ABLE Tech provided assistive technology services to 31,613 Oklahomans.
- Through \$469,038 in federal grant funding, Department of Wellness Sponsored Programs/ABLE Tech rendered \$7,110,171 in savings and benefits to Oklahomans.
- Department of Wellness Sponsored Programs/ABLE Tech provided in-person and virtual assistive technology training to 3,200 Oklahomans.
- Department of Wellness Sponsored Programs, Oklahoma Rehabilitation Council, provided education and services that led to the employment of 1,093 Oklahomans with a disability.

Objective Completed/Completed Ongoing

Objective Started

Objective to Be Initiated

Strategic Initiative 1: Engagement
Providing the opportunity for students to connect to interests and involvement, and feel valued. Facilitating a culture of positive and inclusive relationships that promote student success.
1.1 Goal: Create a comprehensive divisional engagement plan
a. Develop divisional strategies to engage students
b. Identify opportunities to collaborate with campus and community partners
1.2 Goal: Create a divisional diversity and inclusion plan
a. Collaboratively develop diversity and inclusion programming
b. Assess systemic barriers to engagement
1.3 Goal: Expand Student Communication
a. Leverage existing and new technology to communicate and connect with students and their communities

Strategic Initiative 2: Leadership
Developing students as leaders who create positive change in their communities, their country, and their world. Increasing capacity for OSU faculty and staff to teach and model leadership and civic engagement.
2.1 Goal: Promote student leadership development
a. Broaden leadership learning across campus
b. Collaborate with campus and community partners to provide training for faculty and staff on effective leadership development
2.2 Goal: Institutionalize service and civic engagement
a. Provide opportunities for service and civic engagement
b. Develop students as informed and engaged citizens of their communities
c. Broaden and deepen the lessons students learn through service
2.3 Goal: Develop positive change agents
a. Cultivate an awareness of one’s own values, ethics, and purpose
b. Foster effective advocacy and civil discourse skills

Objective Completed/Completed Ongoing

Objective Started

Objective to Be Initiated



Strategic Initiative 3: Learning
Investing in the programs, people, and spaces that lead to demonstrated student learning. Advancing transformative and integrative student learning experiences.
3.1 Goal: Establish student learning plan
a. Identify division-wide student learning priorities/common learning outcomes
b. Develop and implement assessment plan
c. Establish and deploy Co-Curricular Map
d. Create framework to supplement in-class learning
e. Increase collaborations with graduate programs associated with the Division of Student Affairs
3.2 Goal: Partner with Academic Affairs on the Higher Learning Commission Quality Initiative Project
a. Collaborate with Academic Affairs in the institutional quality initiative component of the accreditation process

Strategic Initiative 4: Operational Effectiveness
Providing effective and ethical stewardship of resources. Communicating opportunities and achievement to stakeholders. Quantifying vision-to-action by measuring divisional and departmental needs and assessing progress towards goals.
4.1 Goal: Institute Divisional Performance Measurements
a. Develop Key Performance indicators for program effectiveness for the Division
b. Develop divisional document to report impacts of performance indicators
4.2 Goal: Promote Financial Stability and Sustainability
a. Develop a divisional financial and funding plan to include program and facility assessment
b. Strategically expand divisional revenues including an increase in gift and grant funding
4.3 Goal: Create Facilities Plan
a. Create long-term comprehensive facilities plan
4.4 Goal: Encourage Human Resource Capacity and Capability
a. Devise process to review staffing needs, and formulate solutions through position prioritization, reallocation of resources, or acquisition of additional resources
b. Conduct a staff talent inventory
c. Develop divisional staff recognition process and awards
d. Create staff development training plan and programs
4.5 Goal: Coordinate Divisional Marketing and Communications Strategies
a. Develop a divisional marketing and communications plan to engage and inform stakeholders
b. Foster internal communication among staff and departments
c. Share knowledge and expertise in student engagement and student affairs across campus to increase understanding of the impact of student affairs

Strategic Initiative 5: Support
Creating and sustaining the programs and services that drives student success. Fostering a University wide collaboration to ensure alignment and continuous improvement in supporting students.
5.1 Goal: Expound upon response in supporting students in need
a. Standardize and communicate protocols and procedures related to student incidents
b. Appoint an office and staff to oversee students in need
5.2 Goal: Enhance proactive avenues to support students
a. Develop a comprehensive depository of support options through a website and mobile accessible application
b. Develop and implement plan to market resources to students, campus community, and parents
c. Complete a bi-annual student assessment of support services
d. Establish division-wide awareness and prevention efforts in high-risk issues
5.3 Goal: Collaboratively evolve resources to address specific students' needs
a. Develop a formalized plan to address issues of food insecurity
b. Identify and communicate already established financial means to support students in need
c. Identify and address needs of various hidden populations
d. Research and develop an avenue to memorialize students

Objective Completed/Completed Ongoing

Objective Started

Objective to Be Initiated

Strategic Initiative 6: Wellness Strategic Initiative
Creating and sustaining the programs and services that drives student success. Fostering a University wide collaboration to ensure alignment and continuous improvement in supporting students.
6.1 Goal: Promote a dynamic culture of well-being across the OSU system and state of Oklahoma
a. Define the desired behaviors and values of a culture of well-being
b. Increase stakeholder ownership of the system-wide culture of well-being at all levels and in the community
c. In collaboration with OSU Brand Management, and within the overall Student Affairs marketing plan, create and implement a comprehensive and accessible health and well-being marketing and communications plan
6.2 Goal: Implement sustainable, evidence-based wellness strategies on Oklahoma State University system campuses to improve student retention, academic success, and overall quality of life.
a. Utilize relevant data to develop and implement evidence-based programming and services
b. Leverage evidence-based research to improve student retention and academic success through health and wellness programs, services, and facilities
c. Identify and propose grant funding and private donors to support sustainable campus and community wellness strategies and infrastructure
d. Deepen engagement of students, faculty, staff, and community members in wellness programs and services
6.3 Goal: Engage the broader academic community through integrated and collaborative research and scholarship
a. Develop and maintain collaborative data-driven projects between faculty, staff, and students and community organizations that advance the knowledge base of the respective areas





DIVISION OF  
**STUDENT  
AFFAIRS**

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