



ASSESSMENT ANNUAL REPORT

2017-2018 ACADEMIC YEAR

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CAREER SERVICES

PROJECT: Mock Interview Days (Fall 2017)

DESCRIPTION:

Mock Interview Days bring employer representatives to campus to conduct practice interviews with students in advance of the fall recruiting season. The goal is for students to become familiar with the expectations of a professional interview, and to refine their interview skills through effective management of first impressions and confident articulation of their background and experience as they compete for internships or full-time positions. As part of the process, students receive candid feedback from employers to help guide them as they seek to grow their interview skills and succeed in future interviews.

Data was collected during the duration of the project, September 26 and 27, 2018. Pre- and post-event surveys were administered to 138 students. Data was maintained in an Excel spreadsheet. The Pillar of “Finding Your Purpose” was identified for this project.

STUDENT LEARNING OUTCOMES:

- 1) Students will have an increased self-efficacy, or confidence, in their ability to succeed in a professional interview. Achievement level: Milestone (2)
- 2) Students will better understand how to create a strong first impression with a prospective employer. Achievement level: Milestone (2)
- 3) Students will better understand the types of questions that may be asked in an interview.

RESULTS:

Career Services began the two days of Mock Interviews with 222 students registered to interview with employer representatives. A number of students cancelled their scheduled interviews or failed to show up, as typically occurs. Additionally, a number of the students who came for their mock interview did not arrive in time to complete the pre-survey in advance of their interview. Hence, the number of usable surveys dropped to 138.

SLO #1

The percentage of students who are nervous or unsure about professional interviews dropped from 64% to 16% as a result of participating in interviews. The percentage of students excited about professional interviews grew from 36% to 84%.

SLO #2

87% of students surveyed understood the need to arrive 15 minutes before the scheduled interview, representing an increase of 6% from the pre-survey).

SLO #3

The students who participate in Mock Interview tend to be students who are already familiar with the expectations of a professional interview, but who wish to fine tune their skills. Some are likely participating as required by a class assignment; others are proactive students preparing in advance of their mock interview. The main area of growth for student participants was gained in the experience of sitting down with an employer and going through the paces of an interview. They know what to do or what expectations will be placed on them as an interviewee, and find that the mock interviews help them become more comfortable for future interviewing. Many students expressed that an increased comfort level was the largest takeaway of the program.

RECOMMENDATIONS FOR THE FUTURE:

The initially planned learning objectives are exactly what the department hoped students would take away from participating in a Mock Interview Day experience. However, questions measuring student growth need significant changes. It was very difficult to process answers to SLO #2-4 by the current pre- and post-survey questions, especially SLO #3. Before the next event, event planners will rewrite the questions to address those learning objectives that can provide a platform to measure growth more clearly.

PROJECT: Mock Interview Day (Spring 2018)

DESCRIPTION:

Mock Interview Day brings employer representatives to campus to conduct practice interviews with students in advance of the spring recruiting season. The goal is for students to become familiar with the expectations of a professional interview and refine their interview skills through effective management of first impressions, and to practice confident articulation of their background and experience as they compete for internships or full-time positions. As part of the process, students receive candid feedback from employers to help guide them as they seek to grow their interview skills and success in future interviews.

Data was collected during the duration of the program, February 8, 2018. Mock Interview Days began with 163 students registered to participate. However, a number of students canceled their scheduled interview, or did not arrive in time to complete the pre-survey in advance of their interview, or had to leave quickly following the interview because of class or other commitments. Hence, the number of usable surveys dropped to 95. The Pillar of "Finding Your Purpose" was identified for this project.

STUDENT LEARNING OUTCOMES:

- 1) Students who participate in Mock Interview Day will develop an increased self-efficacy, or confidence, in their ability to succeed in a professional interview. Achievement Level: Milestone (2)

- 2) Students who participate in Mock Interview Day will be able to identify 3 ways they can create a strong impression in an interview setting. Achievement Level: Benchmark (1)
- 3) Students who participate in Mock Interview Day will better recognize behavioral interview questions. Achievement Level: Milestone (2)

RESULTS:

SLO #1

80% of the students shared that they were confident or extremely confident after the mock interview day experience, which is a 47% increase from before the mock interviews, when the majority of the students were neutral on their interview skills or nervous about the interview. Achievement Level: Milestone (2)

Additional findings included:

- 44% of Mock Interview Day participants have never had a professional interview. This was their first 'professional' experience.
- 54% of participants are seeking internship positions, while 32% are seeking full-time roles.
- Nearly a quarter of attendees are required to attend because of a class assignment (22 out of 95), but the vast majority are participating on their own accord to improve their interview skills.
- Only 20% of attendees cite being nervous or extremely nervous for the mock interview day experience, compared to 33% who are confident or extremely confident going into the experience. The majority is neutral regarding the whole experience.

Here are some additional comments shared in the open ended question about their biggest takeaway from the experience:

- “Highlighting and applying the skills I have to the context of a company”
- “Smiling and firm handshake to make a good impression”
- “Interviewer gave me great feedback and I feel more confident for my upcoming interview”
- “To have more questions prepared”
- “Take time to answer questions, don’t rush to respond!”
- “How to better market myself”
- “What types of questions to expect”

- "Avoid 'filler' words"
- "Be myself"
- "Don't be nervous"

RECOMMENDATIONS FOR THE FUTURE:

Those questions targeted at takeaways for the second and third learning objectives were not helpful, therefore those questions still need to be reworked. It would be preferable to survey only the students who have never had a professional interview to measure the true difference this experience makes. However, seeing the students' confidence rise by nearly 50% (47%) is a compelling reason for students to take part in this activity.

HOUSING AND RESIDENTIAL LIFE

PROJECT: Fall 2017 Resident Survey

DESCRIPTION:

The fall 2017 Resident Survey was sent out to all students living on-campus during the fall 2017 semester. The survey was sent to determine students' interaction levels with their Community Mentors (CMs) as well as their satisfaction with Housing & Residential life as a whole.

RESULTS:

- The majority of residential students are engaging with their CMs weekly or monthly
- 94% of students find their interactions with their CMs to be helpful
- Most of students do not attend all floor meetings
- Things students enjoy about living on campus:
 - The people
 - Sense of community
- Things students do not like about living on campus:
 - Building maintenance
 - Noise
- Living on campus impacts residential students by making it easier to go to class, access campus resources, make friends, and get involved on campus.

RECOMMENDATIONS FOR THE FUTURE:

From this survey, it was determined that our CMs need more training on creative ways to engage with their residents so that CM-resident interactions are more frequent. Although it was already happening prior to survey distribution, this survey also confirmed the need for facility updates in the Residence Halls.

PROJECT: Skyfactor Survey

DESCRIPTION:

Skyfactor is a national survey that measures students' overall satisfaction with the Department of Housing and Residential Life, and provides comparison benchmarks with other institutions. This survey was distributed to residential students in April 2018.

STATUS:

The department is currently waiting on Skyfactor to complete and provide the final report.

PROJECT: Okstate F1rst Living Learning Program Focus Group

PROVIDED BY: Mary Taggart, Student Success Coordinator

DESCRIPTION:

Staff conducted a focus group with participants in the Okstate F1rst living learning program in May 2018 to assess how the LLP impacted their first-year experience. Data has been collected, but staff is still in the process of analyzing the results.

STUDENT CONDUCT EDUCATION AND ADMINISTRATION

PROJECT: Sex Signals

DESCRIPTION:

Student Conduct Education and Administration assessed the department's signature sexual violence prevention program, Sex Signals. Sex Signals took place on August 28, 2017 with 1,165 attendees. Of these attendees 742 completed the pre-test and 372 completed the post-test.

RESULTS:

The post-test found that students' understanding of consent was consistent throughout both the pre- and post-tests, and that students seemed to understand that a person who is unconscious as a result of alcohol and/or drugs cannot give consent. Interpretation of the data indicates that students struggle to understand the impacts of alcohol before the person is intoxicated to the point of becoming unconscious or incapacitated.

PROJECT: Who are Student Conduct Students?

DESCRIPTION:

The purpose of this assessment was to dive deeper into student conduct data, to learn more about the students involved in the student conduct process by looking at numerous factors. Some of the variables examined included students who were not retained and their respective violations, contact with university staff, sanctions, students who have repeat offenses, and student demographics including college, in-state/out-of-state, age, and classification.

Each year, the department produces an annual report which incorporates an evaluation of student learning outcomes. Students who meet with a conduct officer, and are found responsible for violating the Student Code of Conduct are sent this evaluation after completing all of their assignments. This evaluation provides assessment of specific student learning outcomes, as well as overall satisfaction with the student conduct process.

RESULTS:

The results that pertain to student learning are listed on the next page. The full annual report will be produced in August at the end of the academic year (August 1 to July 31).

Learning Outcome Evaluation Results

128 completed responses

Learning Outcome	Assessment Question	Percent of students that strongly agreed or agreed
Students who participate in the student conduct process will...	As a result of the Student Conduct process and assignments...	
evaluate their personal responsibility for their conduct.	I understand that I am accountable for my actions.	95%
differentiate any incongruence between their values and their actions.	I can work towards having my values align with my actions.	92%
articulate how their behavior affected or could affect others.	I have a better understanding of how my behavior my affect other people.	85%
evaluate the impact their decisions have on their academic and personal success.	I have a better understanding of how my future may be affected by my decisions.	92%
articulate why the University community is concerned about their conduct.	I understand that University is concerned about my safety and success.	89%
define the acceptable behavior that is required of them while they are part of the University community.	I know what behavior is required of me while I am part of the University community.	97%
recognize skills, strategies, and resources that are likely to assist them in avoiding future violations of the Student Code of Conduct.	I can recognize skills, strategies, and resources that are likely to assist me in avoiding future violations of the Student Code of Conduct.	96%
identify informed decision-making process to prevent similar behavior.	I can identify informed decision making process.	94%

STUDENT UNION

PROJECT: OSU GROW

DESCRIPTION:

In the fall of 2017, the Student Union assessed student employees' learning along several key dimensions, including the ways in which their jobs helped them develop a sense of well-being, taught them how to work effectively with individuals from a wide range of backgrounds, experiences, and cultures, and develop time management skills. This was based on work done with student employees at the University of Iowa.

RESULTS:

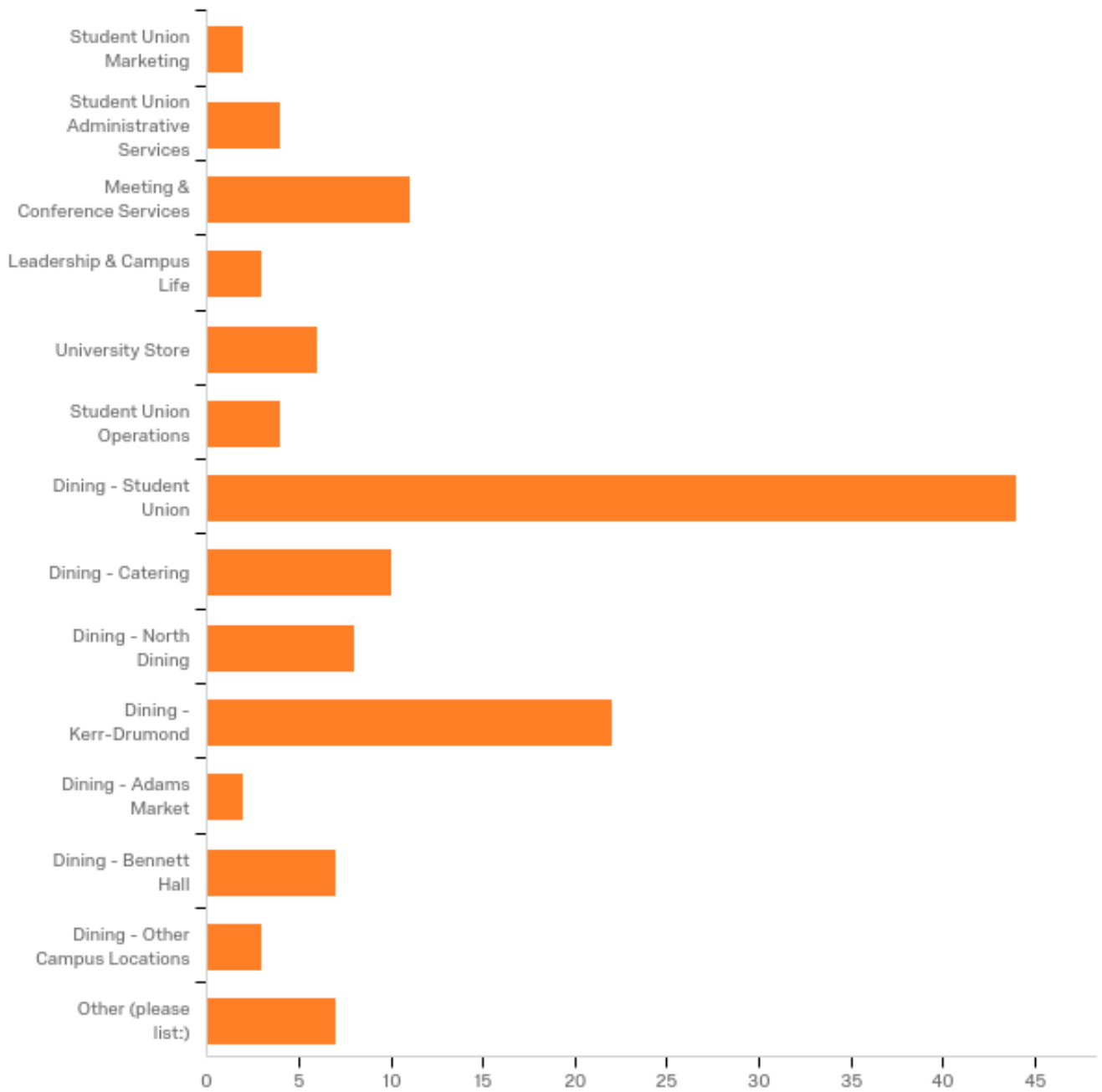


Additionally, students were asked to reflect on their learning. Answers were wide ranging and included:

- I have learned to be patient with my peers, both the ones I'm serving and the ones I'm working with. This will help me in my friendships and group projects here at OSU
- I have learned how to work with people from different backgrounds and cultures. This has greatly improved my people skills and taught me about others' cultures and how to respect others' beliefs
- This job definitely helped me plan for the long run. Never really had to plan for more than one week in advance, but now I usually have the whole semester planned out.
- I can make a mean shake.

The full report is attached.

In which Student Union department do you currently work?



#	Answer	%	Count
1	Student Union Marketing	1.50%	2
2	Student Union Administrative Services	3.01%	4
3	Meeting & Conference Services	8.27%	11
4	Leadership & Campus Life	2.26%	3
5	University Store	4.51%	6
6	Student Union Operations	3.01%	4
7	Dining - Student Union	33.08%	44
8	Dining - Catering	7.52%	10
9	Dining - North Dining	6.02%	8
10	Dining - Kerr-Drummond	16.54%	22
11	Dining - Adams Market	1.50%	2
12	Dining - Bennett Hall	5.26%	7
13	Dining - Other Campus Locations	2.26%	3
14	Other (please list :)	5.26%	7
	Total	100%	133

Other (please list :)

Other (please list:) - Text

Student Union IT

ISS

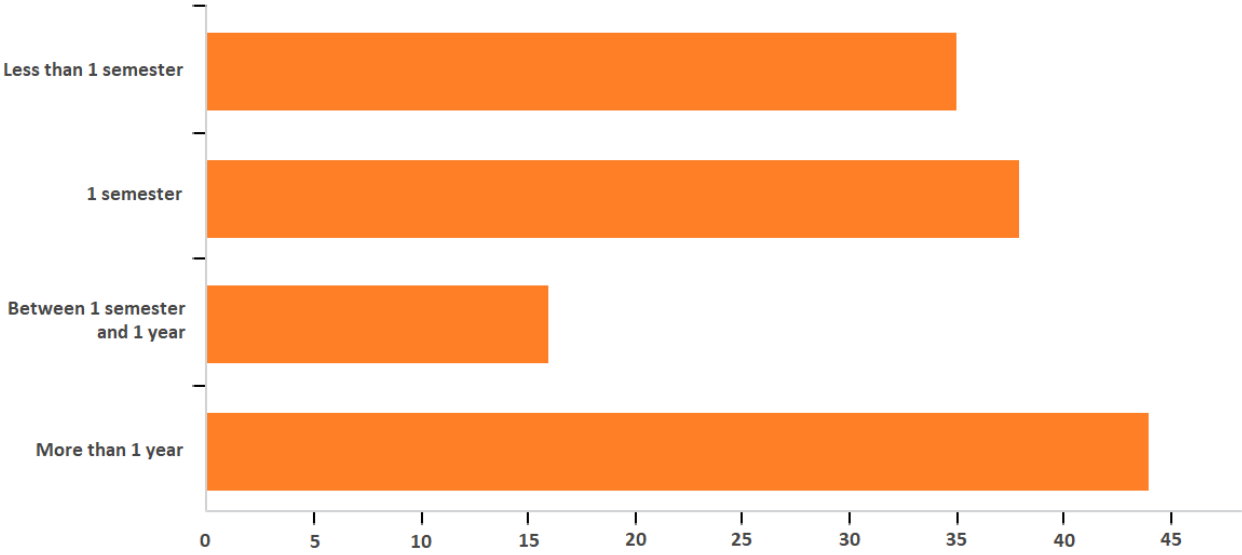
Adams Market/ North Dining

Allied Arts Office

Parking Garage

Caribou coffee

How long have you been employed in the Student Union?



#	Answer	%	Count
1	Less than 1 semester	26.32%	35
2	1 semester	28.57%	38
3	Between 1 semester and 1 year	12.03%	16
4	More than 1 year	33.08%	44
	Total	100%	133

UNIVERSITY HEALTH SERVICES

PROJECT: Retention Referrals

DESCRIPTION:

University Health Services began the retention referral process in August of 2018 by adding a checkbox into every template within the electronic medical record (EMR). If a student presented with an issue that could potentially affect their academic careers, other than the acute health problem being treated, then the provider checked the box within the EMR. The referral was then sent to the Associate Director of Clinical Operations for further evaluation and intervention. During the 2017-2018 academic school year, UHS completed 67 retention referrals. The students received a follow-up phone call or secure message to further discuss the issue they may be having which was in many cases related to academics, finances, or engagement. An intervention then took place, which involved linking the students to needed resources or guiding them through solutions to issues they may be having.

Fifty-eight percent identified as Caucasian, nine percent identified as Black or African American, six percent identified as multi-racial, four percent identified as American Indian, four percent identified as non-resident or international, and four percent identified as Hispanic. The other students chose not to disclose ethnicity. Half of the referrals were freshman and sophomore full-time students. Thirty-four percent of the referrals were mental health related and thus were linked with University Counseling.

RESULTS:

Out of the 67 students, the average overall GPA was 2.91. *At this time, we do not have final retention numbers but will provide this update as of September of 2018.*

PROJECT: P.E.T.E. Program

DESCRIPTION:

The purpose of the P.E.T.E program is to give students well-rounded exposure to the many health careers that fall under the expertise of University Health Services (UHS) staff. UHS has a full outpatient clinic, pharmacy, health education department, clinic lab, radiology, and dedicated women's clinic. Additionally there are professions that tie into healthcare administration, healthcare information technology, and patient services. At the end of this semester long program, students are able to more closely identify with all occupational responsibilities within the clinic, as well as have a broad appreciation of what it is like to work in a healthcare facility.

In the fall of 2017 fifty percent of the PETE student were sophomores, thirty-eight percent were juniors and 12 percent were seniors. In the spring of 2018 eleven percent of the PETE student were sophomores, seventy-eight percent were juniors and 11 percent were seniors.

RESULTS:

The fall 2017 cohort results included seventy-eight percent of the students reporting that they knew more about healthcare careers, and have a more realistic view of what the jobs entail as a result of participating in the program. Overall, sixty-one percent reported being more likely to choose a healthcare career because of this program. Seventy-eight percent would recommend the program to a friend. Feedback included: "The program was incredibly helpful, hands-on segments were entertaining and incredibly interesting, I would definitely encourage anyone in the medical field to apply for this program."

The spring 2018 cohort results showed that fifty percent of the students felt they knew more about healthcare careers and had a more realistic view of what the jobs entail. Overall forty-four percent are more likely to choose a healthcare career because of this program. Fifty percent would recommend the program to a friend. Feedback included: "I was thankful for the program and loved every minute, my friends thought giving up my Friday was crazy but I loved every minute."

RECOMMENDATIONS FOR THE FUTURE:

The constructive suggestions obtained from the fall cohort included having some of the lecture content include participation from the audience so the class could stay engaged. The spring cohort suggested having some of the program devoted to filing insurance, billing, and charting. Staff felt like there was less engagement because the class was late on Friday afternoon. This class was made up of more upperclassmen, possibly because of how the program was promoted (through the health careers class). In the future, it might be more beneficial to enroll new students still discovering where they want to go with their careers.

OFFICE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS

PROJECT: Leadership OSU Mentoring Program

DESCRIPTION:

This was the second year that Leadership OSU was offered as a program developed to support first-year while encouraging participation in leadership opportunities. Results from the first year showed a positive impact on first to second semester retention, as well as on grade point average for those students who completed the program, when compared with the same cohort of students who did not participate.

An original list of 324 students fitting program requirements was obtained from OSU Undergraduate Admissions. Each of the 324 students was invited to apply for acceptance into Leadership OSU. Of these, 85 students applied to, and were accepted into the program. Sixty-three of the 85 student participants completed all five requirements of the program, which consisted of dining three times with their mentor, and attending two sanctioned activities.

STUDENT LEARNING OUTCOMES:

- 1) Student who participate in Leadership OSU will gain familiarity with appropriate campus resources that support academic success.
- 2) Students who participate in Leadership OSU will be able to articulate individual values, group values, and community values at the “benchmark” level of the Leadership Scoring Rubric found at <https://studentaffairs.okstate.edu/node/213>.
- 3) Students who participate in Leadership OSU will be able to identify basic elements of academic major exploration, as well as campus resources for pursuing academic major exploration.

Sixty-three of 85 participants, from an original list of 324 students invited, completed the program.

Data on Grade Point Average and Retention available upon request

Survey question results:

In the meetings with your mentor, did you discuss your goals, ambitions, or what was important to you?

Yes	22	100%
No	0	0.00%

In your meetings with your mentor, did you discuss ways to get involved, whether on-campus or off-campus, such as student organizations?

Yes	22	100%
No	0	0.00%

Are you currently involved with a student organization or other campus group?

Yes	16	72.73%
No	6	27.27%

Of the 22 students responding to a question about whether their mentor had discussed the OSU campus with them, 21 (95.45%) indicated that this topic had been covered in mentor interactions.

When asked if their mentor discussed academic majors with them, all 22 students responding (100%) said that this topic had been broached. 20 of 22 students responding to the question affirmed that their mentor, or one of the programs they had participated in as part of Leadership OSU, explored how to find a major.

Students also had the opportunity to respond to questions about the Leadership OSU program and how to improve it. Their comments included:

What was the best part of Leadership OSU in your opinion?

- Meeting new people
- I saw more of OSU then what I already knew
- Meeting her
- I learned about the OSU Wellness Center
- My mentor made it so much fun
- Getting to meet great people and learn more about being a leader
- Building my skills in leadership and communication
- The best part was going to lunch and talking about anything we wanted to talk about
- Volunteering
- Meeting amazing people
- Meeting new people
- Getting to experience unique programs other students may not be able to see
- Getting to know my mentor
- My mentor!!! She was great and it was so great to have an adult to talk to!
- All
- I love how (mentor's name) is willing to help me with anything
- Everything
- It was great having someone I could look to for advice during my first semester! Especially with him having a similar major and being able to point me in the right direction an encouraging me in harder in classes to hang in there offering help in any way he could

What Would You Add or Change to Improve Leadership OSU

- Nothing really, it's a very good way to see the campus to get in touch with people
- Nothing
- I wouldn't change anything
- More tours of our athletic areas because that was SO FUN

- More community work
- I wish it continued through second semester
- Allow it to be more than just freshman year organization
- Timing on the ceremony
- I don't believe I would add a lot or anything at that. It was overall a good program
- Group project!
- Nothing
- It was great
- Maybe make it longer, have something that could get us plugged into jobs or internships
- I would like to be able to do study hours in a different place, or broaden it throughout the whole library. I am not fond of the basement at all.
- Nothing
- I thought this was a great organization.
- Better fit the students with a mentor. Put students with the same gender and a mentor that is familiar with the students major/area interest
- Nothing