



ASSESSMENT ANNUAL REPORT

2018-2019 ACADEMIC YEAR

Table of Contents

CAREER SERVICES	4
PROJECT: RESUME CAFÉ (Fall 2018 and Spring 2019).....	4
PROJECT: Mock Interview Day (Fall 2018 and Spring 2019)	6
HOUSING AND RESIDENTIAL LIFE	7
PROJECT: College of Engineering, Architecture, and Technology Living-Learning Program.....	7
STUDENT CONDUCT EDUCATION AND ADMINISTRATION	9
PROJECT: “What Were You Wearing?” Art Display and Reflection	9
PROJECT: Denim Day Production.....	10
UNIVERSITY COUNSELING SERVICES.....	11
PROJECT: Reduction of Stress through use of Gaming Biofeedback	11
UNIVERSITY HEALTH SERVICES	13
PROJECT: Retention Referrals.....	13
OFFICE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS.....	15
PROJECT: Mentoring Program	15
WELLNESS	18
PROJECT: Student Employee Collegiate Career Competency	18

CAREER SERVICES

PROJECT: RESUME CAFÉ (Fall 2018 and Spring 2019)

DESCRIPTION:

Resume Café offers students a chance to get feedback on their resumes prior to the annual career fairs and mass internship/job application deadlines. Career Consultants from OSU Career Services, as well as the various college career services offices, offer Resume Café so that students can walk in without having an appointment and receive a quick resume critique. Students are then able to incorporate the feedback they receive into strengthening their resume prior to submitting it to potential employers at the campus career fairs or on the Hire System employment portal.

Data for this project was collected for both the September, 2018 and the February, 2019 event dates. During the Fall event, students received an email directing them to an online survey located at <https://form.jotform.com/82566260459969>. For the Spring, 2019 event, students were directed to an online survey while still present at the program. The total number of students participating in the program was 198, with 157 taking part in the fall, and 41 attending in the spring. Of this total, 55 completed the online survey. Results were stored in an Excel spreadsheet. The division learning Pillar of “Finding Your Purpose” was identified for Resume Café. For each outcome, the achievement level of learning designated for the program were designated as either level 1/Benchmark; or, level 2/Milestone (see the Student Affairs Scoring Rubrics.)

STUDENT LEARNING OUTCOMES:

- 1) Students will recognize Career Services as a resource for helping with resume development and providing other job search resources. Achievement level: Benchmark (1)
- 2) Students will be able to identify common resume sections and content of a professional resume. Achievement level: Benchmark (1)
- 3) Students will gain knowledge on how to effectively articulate their unique skills and experiences on a resume in a way that employers value. Achievement level: Milestone (2)

RESULTS:

SLO #1

A majority of students agreed or strongly agreed that they could identify Career Services as a resource for career assistance. Results for the fall (agreed/strongly agreed) totaled 89%; with 98% selecting the same categories in the spring.

SLO #2

Students indicated that they were able to identify common resume sections and content of a

professional resume. 95% of fall event participants, and 100% of students attending the spring event agreed or strongly agreed that they had achieved this outcome.

SLO #3

A majority of students attending both fall and spring events (83% and 97%, respectively) either agreed or strongly agreed that they had gained knowledge regarding how to represent their experiences on a resume in a way that employers value.

RECOMMENDATIONS FOR THE FUTURE:

A lower event turnout in the spring semester allowed Career Consultants to spend more time with each student and, consequently, resulted in a deeper amount of time spent discussing each learning objective. In the future, the event formatting will be altered. More rooms, and staggered appointment times are planned for fall 2019.

Additionally, administering the online survey while students are still present at the event as was done in the spring semester will be continued next fall.

PROJECT: Mock Interview Day (Fall 2018 and Spring 2019)

DESCRIPTION: Mock Interview Days provide students the opportunity to learn and practice job interview skills by interacting with prospective employers.



Assessment Insights

Total attendees - Fall 2018: 270 | Spring 2019: 168

Fall 2018
Sample Size: 32

Spring 2019
Sample Size: 98

Learning Objectives

58%	70%	can demonstrate professional behavior(s) including preparedness, professional attire and respectful presentation during a professional interview
63%	64%	could identify appropriate verbal and non-verbal communication skills for an interview
53%	63%	felt more confident in their ability to succeed in a professional interview
50%	65%	have a better understanding of the purpose of a professional interview
56%	55%	know how to describe their strengths and experiences in a way that relates to the job or internship position
34%	50%	know strategies for responding to questions during a professional interview

HOUSING AND RESIDENTIAL LIFE

PROJECT: College of Engineering, Architecture, and Technology Living-Learning Program

DESCRIPTION:

The College of Engineering, Architecture and Technology (CEAT) Living-Learning Program is a residential community for incoming freshmen with a declared major in CEAT. Located in the newly renovated Parker Hall, this LLP focuses on providing resources and programming to assist students in their transition to college and with developing a skillset for a successful college career. CEAT upperclassmen and women commonly known as PEATEs serve as mentors to the students in the LLP. The Parker Engineering, Architecture and Technology Experts (PEATEs) live in Parker Residence Hall and serve as examples, mentors, and experts in how to succeed as an OSU CEAT student. The PEATEs help students locate and utilize available resources, transition to OSU and the challenging majors in CEAT, and get involved on campus and in the College.

STUDENT LEARNING OUTCOMES:

As a result of living in the CEAT LLP students will be able to)

- 1) Demonstrate study skills necessary for a successful college career
- 2) Describe different engineering majors
- 3) Explain the path of study for their major
- 4) Recognize different companies that CEAT majors can work in after graduation
- 5) Communicate with faculty and staff in CEAT and seek their assistance/guidance

RESULTS:

To assess the impact of living in the LLP community, two focus groups were conducted in Parker Hall residential facility. One group was made up of 7 male participants. The other group was made up for both male and female PEATEs. An additional focus group was initially planned for the purpose of gathering information from the women who live in Parker; there were no participants in attendance for that focus group.

Over the course of the group discussions, students elaborated on the impact of living in the CEAT LLP. Students described a variety of ways in which living in Parker had impacted their academic and social experiences. As a result of living with people with the same major, students described having common classes together, studying in groups, and utilizing formal and informal tutoring opportunities in the hall. Students identified different activities in the LLP that provided opportunities for students to connect with faculty and learn about various companies. The resources in the basement (e.g. 3D printers, marker boards, study space) were repeatedly recognized as beneficial to the students. PEATEs and Community Mentor student staff were identified as key personnel that provided support for academic and personal needs.

There were differences between the two focus groups. The PEATEs presented a more extensive understanding of the impact living in the LLP had on them academically and professionally. The male students seemed to be less aware of the purpose and/or value of some of the LLP activities. Following are some quotes illustrating the findings.

- “I feel like the community gives me a very big confidence booster because there’s people who are just like me.”
- “There’s a lot of study groups, like, and a lot of people get together since everyone’s mostly in the same classes, there’s a lot of groups that share classes that you’ll see either groups of people in here studying the same subject or in the basement.”
- “And, like, even though we’re all different majors, like, I feel, like, these are, like, the friends that I’m going to be talking to, like, 20 years down the line.”
- “The PEATEs who all have been here for about a year, it’s been really helpful having them just share their knowledge, experience... they’ll kind of show you how to set up study habits or ... if you’re ever having trouble with this you know you can go here right?”

RECOMMENDATIONS FOR THE FUTURE:

Program - Based on the feedback from the focus groups, it may benefit students if the connection between the visiting companies and possible future jobs were further developed. Students have an interest in visits from a variety of companies beyond the oil companies that currently visit campus. For example, a company that is more suited for software engineering students could also make an appearance. A possible approach could involve getting an idea of the majors and interests of students living in Parker and then inviting relevant companies.

Assessment - Students did not show up for the focus group meant for students living on the 2nd and 3rd floors of Parker. If the assessment project was conducted earlier in the year, then there would have been adequate time to reschedule the focus group. The 2nd and 3rd floors of Parker currently house females. It is possible that the experience of females is different from that of males, and effort should be made to gather information from all students.

Reporting - A presentation of the findings will be made within our department and to our CEAT academic partners. Residence Life will continue working with academic partners to create a community that supports student learning and development. Finally, academic partners will be encouraged to identify goals and outcomes that they plan to impact at the beginning of the year.

STUDENT CONDUCT EDUCATION AND ADMINISTRATION

PROJECT: “What Were You Wearing?” Art Display and Reflection

DESCRIPTION:

1 is 2 Many, in Collaboration with Allied Arts, Fraternity & Sorority Affairs, Wings of Hope, Thrifty Butterfly, Alpha Chi Omega, and the Department of Wellness, hosted the “What Were You Wearing” art installation November 12-16, 2018, on the second floor of the Student Union. Wednesday, November 14, 2018 at 6:30 in the evening, a symposium was hosted to honor survivors and discuss the art installation. The “What Were You Wearing” art installation displayed similar outfits to what university students reported wearing during their sexual assault to raise awareness surrounding dangerous rape myths.

Each participant that viewed the art installation had the opportunity to journal about their experiences viewing the display, or to journal about their experience of sexual violence. Each participant that attended the symposium was given the same journaling opportunity, and was also sent a post-event survey via Google Forms that discussed perspectives and attitudes.

STUDENT LEARNING OUTCOMES:

- 1) Participants will review differences between the messages they have received regarding victim blaming and the installation.
- 2) Participants will formulate healthy attitudes and beliefs regarding the common “clothing causes sexual violence” rape myth.
- 3) Participants will demonstrate understanding by not asking the question, “What were you wearing?” to survivors in the future.
- 4) Participants will discuss the installation with peer groups beyond their attendance.

RESULTS:

The participant responses reflected that the display impacted emotions, and one participant identified that they “shed a tear.” Participants stated that the display was moving and used adjectives such as “really,” “very,” “totally,” and “incredibly.” Participants stated that the display put things in perspective because it showed how “non-scandalous” the clothes were, and participants who described their personal experiences also identified wearing conservative clothing such as “boot-cut jeans,” “pajama pants,” and “a large shirt.”

RECOMMENDATIONS FOR THE FUTURE:

This assessment project shows that participants respond to campaigns that cause them to draw on emotion and critically reflect on their own experiences and the experiences of others. In future prevention programming, we will incorporate more storytelling and tie in the emotional impacts of sexual violence.

PROJECT: Denim Day Production

DESCRIPTION:

Denim Day is a nationally recognized day where people are encouraged to wear jeans in order to raise awareness of rape and sexual assault in their communities. On the evening of April 24, 2019, students, faculty, and staff were invited to attend the Denim Day Production, an event which focused on bystander intervention and debunking rape myths. The production consisted of two guest speakers, a musical performance, and a social norming activity.

Every participant who attended the evening production was sent a post-event survey via Survey Monkey. The survey discussed perspectives and attitudes as they related to the desired learning outcomes.

STUDENT LEARNING OUTCOMES:

- 1) Participants will be able to identify a form of bystander intervention about which they feel most comfortable implementing during a time of need.
- 2) Participants will formulate healthy attitudes and beliefs regarding common rape myths, such as clothing as a cause for sexual violence.
- 3) Participants will demonstrate a desired culture change.

RESULTS:

Students identified learning about the “4 D’s” of bystander intervention, or the multiple ways in which to intervene. Those students who indicated that they had previously taken part in the Greek 100 training did not report having an increased understanding of intervention, beyond what they had learned through that program.

Students were not asked directly about identifying rape myths through the survey, but were asked about how the event might impact them individually, and how the campus community might be impacted. One student stated, “It is important for people to recognize instances of rape culture on campus, and to stop it. Most students identified being able to make an impact through intervening in a potentially harmful situation.

UNIVERSITY COUNSELING SERVICES

PROJECT: Reduction of Stress through use of Gaming Biofeedback

DESCRIPTION:

The Reboot Center, an office of University Counseling Services, offers various technology interventions to impart stress reduction methods for students. In this project, students participated in a gaming biofeedback session, for the purpose of stress reduction.

Reboot Center software includes more than 100 games, activities, and exercises that respond to stress physiology via sensor measurements.

Reboot Center technology reinforces relation and provides real-time feedback through graphs, color, volume, animation, and game play. The software instructs paced breathing as a relaxation technique. As relaxation increases, the ability to play games and complete activities increases correspondingly. The software in use saved data to local drives, protected by administrative authentication, IT security controls, and video surveillance.

This project related to the division learning pillar of Wellness.

STUDENT LEARNING OUTCOMES:

Participants will be able to identify a form of bystander inter

- 1) Students who take part in one gaming biofeedback session of at least 10 minutes in duration will learn paced breathing techniques that will serve as a relaxation technique.

RESULTS:

Using biofeedback software, high rate variability (HRV) data was captured three times a second and saved to text files. Kubios Standard was used to analyze HRV data and derive a stress index for sessions that met session inclusion criteria. Over the course of 669 sessions, those sessions that included 10 or more minutes of continuous use were analyzed.

Kubios (Kubios HRV Standard, version 3.2, User Guide 2016-2019) was used to analyze data, interpret findings, and derive a stress index (SI) for each of the 669 sessions that had 10 or more minutes of continuous use on a single activity or game. A decrease in stress indices for sessions that followed an initial session of use was hypothesized to be an indication of student learning. A t-test for related samples found no significant difference in SI between initial and subsequent sessions. The nature of some games might have influenced results. Game options ranged from conventionally relaxing environments like beaches and waterfalls to games designed to evoke stress such as competitive (e.g., car racing, multi-player options), emotionally charged (e.g., Graveyard) and mentally stressful (e.g., Sudoku, Math Asteroid, Memory Puzzle) environments. Although challenging and competitive game environments might reflect situations that students encounter on a daily basis, sympathetic nervous system

arousal might have increased during those types of games. Stress-inducing games might be of greater benefit for training resiliency and emotion regulation than for training relaxation. Research using archival data has a number of limitations. For this project, limitations included lack of information about individuals (e.g., recent stressful experiences, demographics, negative side effects during software use, before/after stress ratings).

RECOMMENDATIONS FOR THE FUTURE:

Results of this project might inform additional explorations about gaming biofeedback and student learning. Further investigation might help clarify project relevance to recent research about the utility of gaming biofeedback for training emotion (Jercic & Sundstedt, 2019), attentional-cognitive (Zafar, Ahmed, Rihawi, & Gutierrez-Osuna, 2018) and arousal regulation (Hilborn, Cederholm, Eriksson & Lindley, 2013). Research exploring differences in user stress levels while playing games in typically relaxing environments compared to stress levels during game play in more competitive environments might contribute to better understanding how gaming biofeedback could be used to train resilience. Examination of subjective stress ratings along with objective information might contribute to better understanding the potential benefits of biofeedback

UNIVERSITY HEALTH SERVICES

PROJECT: Retention Referrals

DESCRIPTION:

University Health Services (UHS) began the retention referral process in August of 2017 by adding a checkbox into every template within the department's 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.

The goal of this program was to increase the potential for student retention, by assisting with not only their wellness needs, but their academic, financial, or engagement needs. UHS staff often serve as a frequent contact for students and can assist in identifying areas of concern that are outside the wellness realm but directly affect the student's ability to fulfill their degree completion.

During the 2018-2019 academic year, UHS completed 19 retention referrals. The students received a follow-up phone call or secure message to further discuss the issue they might be experiencing. An intervention then took place, which involved linking the students to needed resources, or guiding them through solutions to issues they may be having. As a result of these conversations, categories of needed resources were identified by themes.

STUDENT LEARNING OUTCOMES:

- 1) Students who interact with UHS through the Retention Referral program will be able to identify solutions or resources that provide the support to their issue of concern.

Students who take part in one gaming biofeedback session of at least 10 minutes in duration will learn paced breathing techniques that will serve as a relaxation technique.

RESULTS:

Of the total sample of participants, 79% self-identified as Caucasian, 10.5% Asian, and 10.5% Multi-racial. Out of the 19, 9 did not answer their phone or their secure message which was sent through the medical record portal. Of those students who interacted with the program lead, 26% needed mental health services, and were subsequently referred to resources on campus. The other services about which information was imparted were: financial aid/first year success related to finance (5%); LASSO/academics (16%); Disability Services (5%); primary care or other physician (21%); and, other (27%). Many times the student wished to talk with an administrator, nurse, or provider and that expression alone addressed their concern. Overall, 95% of the students spoken with expressed genuine appreciation that an OSU representative checked on them and showed concern. Themes that were recurring with many patient

interviews included mental health concerns, specifically anxiety about grades, stress, and coping. The following were a few of the comments made about UHS and this program:

- “Dr. (name) listened to me without judgment and he is the first person at OSU who has shown genuine concern for my well-being. It makes a difference.”
- “Dr. (name) met all of my needs. I just needed someone to listen to me and that was enough.”
- “I am shocked that you are calling me to be honest. I didn’t expect a clinic to care about me this much.”
- “I am not really sure if I need other services at this time, but knowing I have someone to call if I get in a bind really helps.”
- “The fact that you are willing to help me find financial support is unbelievable.”

OFFICE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS

PROJECT: Mentoring Program

DESCRIPTION:

The mentoring program is designed to engage and connect first year students who are alternatively or holistically admitted to OSU, with a faculty or staff mentor.

The premise of the program is that connection with a mentor can provide this potentially, academically at-risk cohort of students with a supportive person, to help in the transition from high school through the first semester of students' university experience. Students were given an expectation of dining or meeting with their mentors at least three times during the duration of the program (August-November), and to attend at least two "sanctioned" events.

Sanctioned events include those that are aligned with program goals of: (1) career exploration; (2) connection to campus; (3) engaging experiences; and, (4) familiarity with campus resources. Sanctioned events must also have sign-in or swipe-in capability. Students are recognized upon completion of all requirements of the program.

An online survey was administered in the spring semester to all students, both those who had completed the program, and those who had not. The program ended in November, 2018.

This survey was sent to all 114 students who accepted the invitation to take part in the mentoring program during the Fall of 2018. Sixty-seven students responded to the survey, including 62 of the 85 students who completed all requirements, and 5 who completed some or none of the requirements.

STUDENT LEARNING OUTCOMES:

- 1) Students taking part in the mentoring program will be able to identify campus academic support services.
- 2) Students taking part in the mentoring program will be able to identify which campus resources are available to support making a decision on an academic major.
- 3) Students taking part in the mentoring program will be able to identify ways in which they may become more involved in the campus or surrounding community.

RESULTS:

Survey question results:

1. Did you complete the Leadership OSU program?

Yes	62	92.54%
No	5	7.46%

2. If you did not complete the Leadership OSU program, please share why you did not take part in all five requirements.

Needed more time to focus on classes	4	22.22%
Other activities took up my time	2	11.11%
Work obligations	1	5.56%
Other	11	61.11%

3. Did you learn more about campus resources, either through conversations with your mentor, or one of the leadership activities?

Yes	64	95.52%
No	2	2.99%
N/A	1	1.49%

4. In the meetings with your mentor, or through one of the Leadership OSU programs, did you learn more about how to get more involved on- or off-campus in activities like student organizations or volunteering?

Yes	61	96.83%
No	1	1.59%
N/A	1	1.59%

5. Did you learn more about selecting a major, either through discussions with your mentor, or in one of the Leadership OSU programs (career fair, guest speaker)?

Yes	54	85.71%
No	8	12.7%
N/A	1	1.59%

6. Are you currently involved with a student organization or other campus group/activity?

Yes	47	74.6%
No	16	25.4%

RECOMMENDATIONS FOR THE FUTURE:

In the coming year, a guest speaker program specifically geared to exploring on- and off-campus involvement will be added as one of the involvement options. This will be paired with a dinner and acquaintance activity, in response to students' request to spend more time with others in the group. Additionally, the possibility of providing students with information on how to extend their leadership learning past the first semester will be explored through the Department of Leadership and Campus Life.

WELLNESS

PROJECT: Student Employee Collegiate Career Competency

DESCRIPTION:

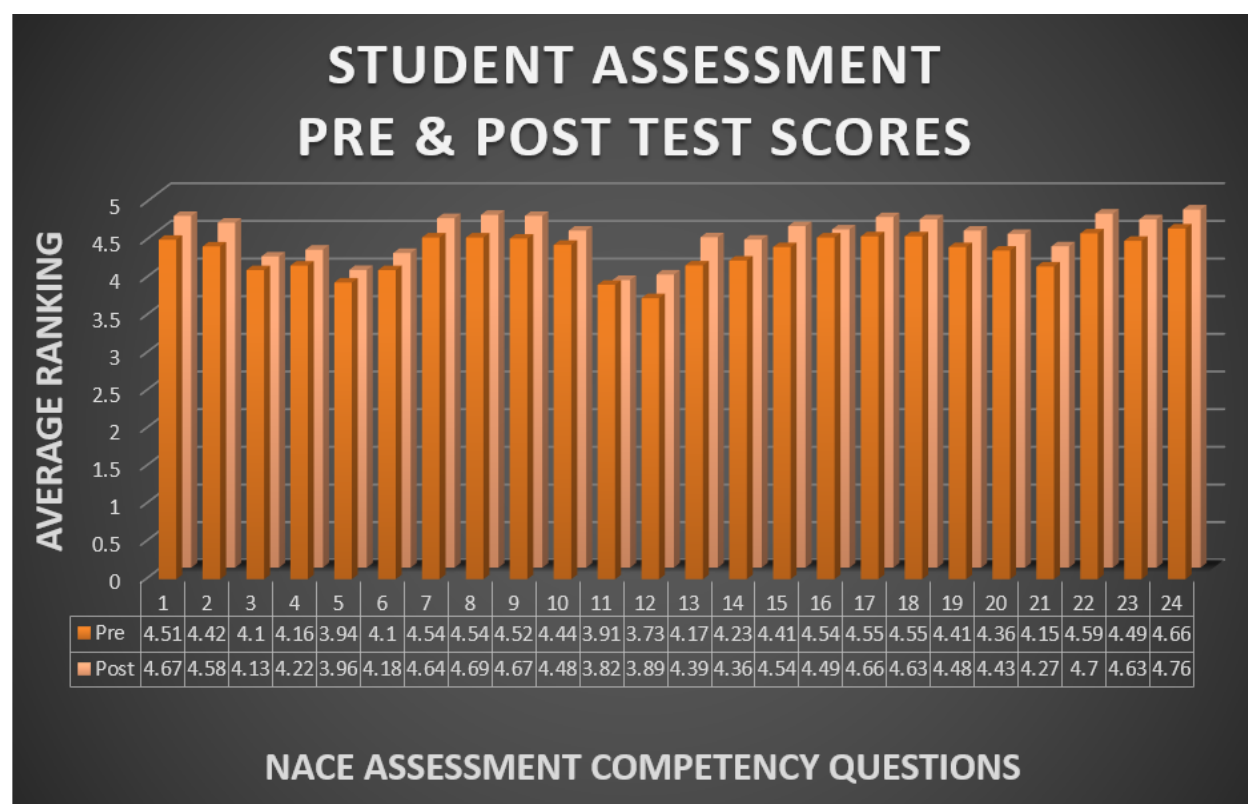
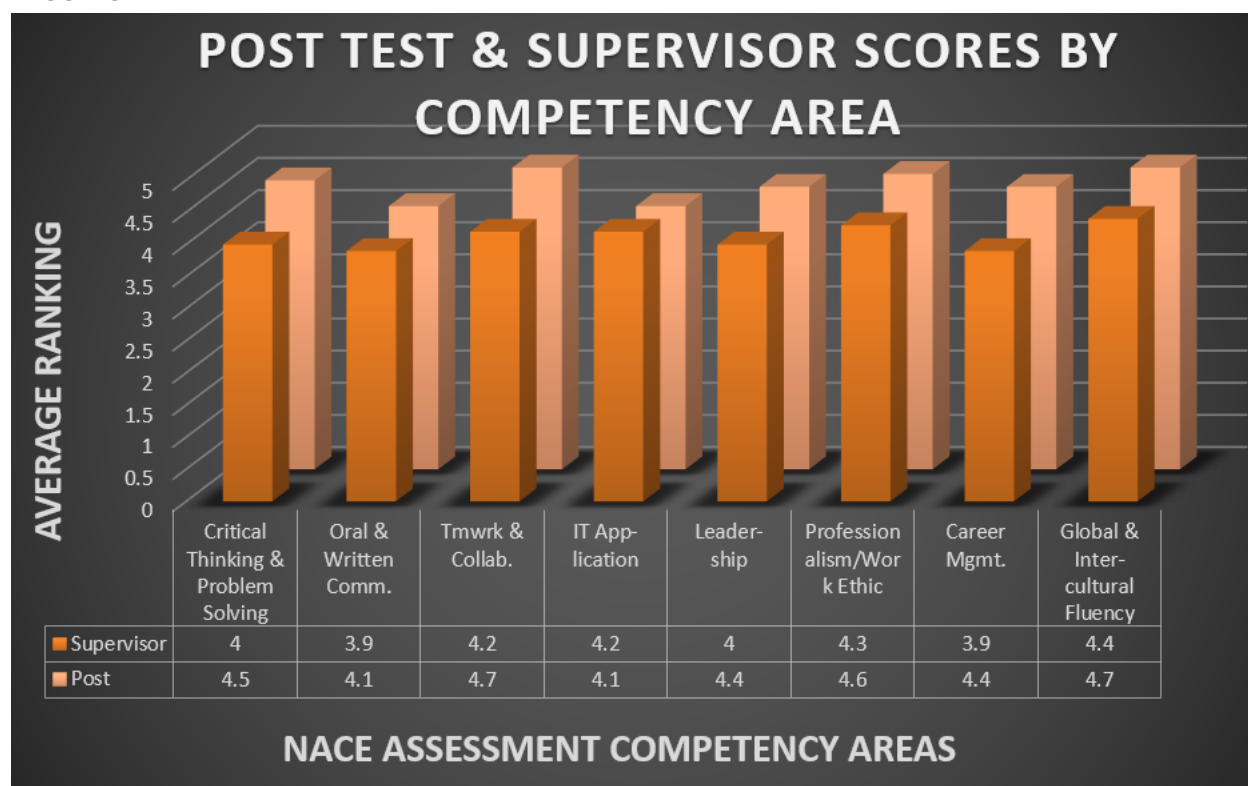
There is often a significant discrepancy between the opinions of the employee and the employer regarding the career readiness of new or recent college graduates. The purpose of this study is to identify differences in career readiness perception among student employees and employers at the Oklahoma State University Department of Wellness; to increase self-awareness regarding students' understanding of their career competencies; and, to expand students' understanding of how to expand their career competency preparedness.

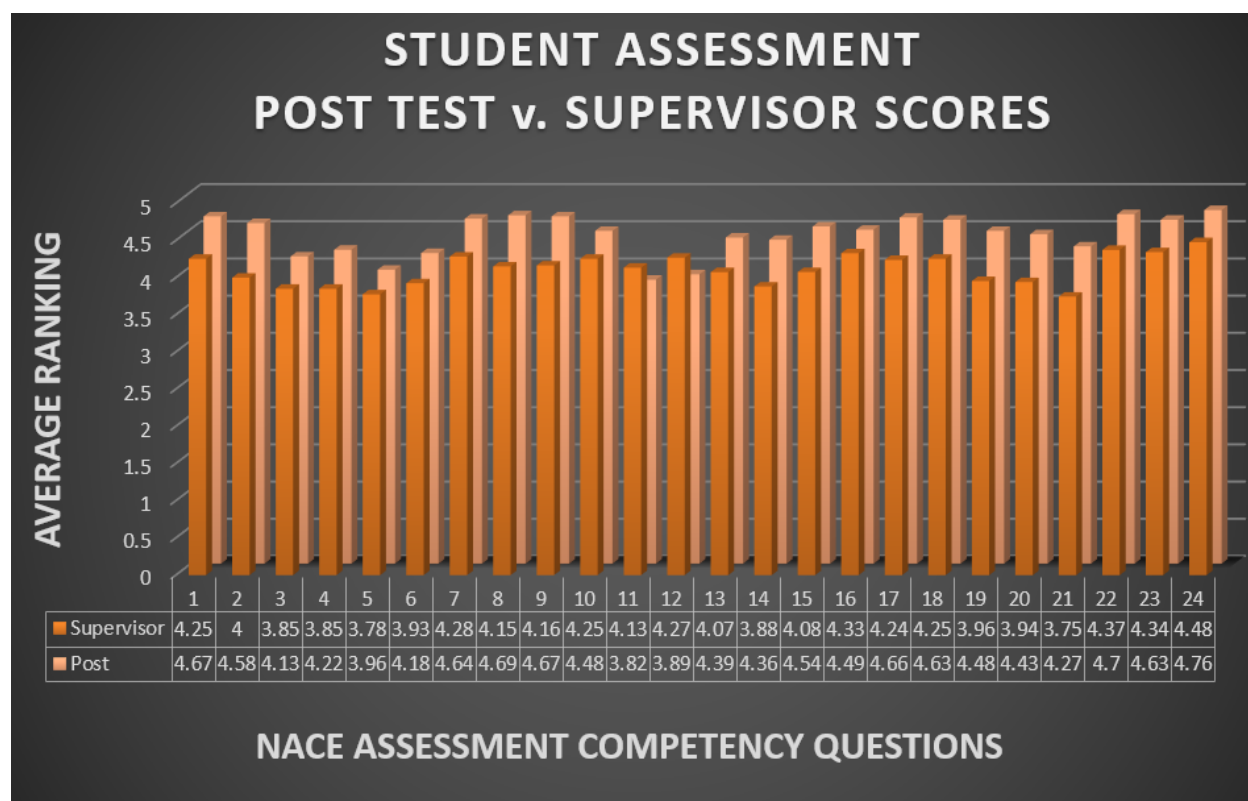
This assessment project began in August, 2018 and concluded in May of 2019. Student participants completed a survey on two separate occasions (August and May), while their supervisors completed the assessment only once (in May). Six Pillar learning outcomes connected to this project included Broadening Your Horizons, Leadership, and Wellness. Surveys used a Likert Scale, and were administered to 183 Department of Wellness student employees. The Department of Wellness supervisors of the student employees provided scored evaluations of individual student's competencies.

STUDENT LEARNING OUTCOMES:

- 1) S Students will be able to identify opportunities that will assist them in becoming more competent professionals. Achievement level: Benchmark (1)
- 2) Students will be able to identify opportunities that will help them become more competent professionals. Achievement level: Milestone (2)
- 3) Students participating in the program will formulate an understanding of how their perceived professional skills may differ from professional observations provided by their work supervisor. Achievement level: Milestone (2)
- 4) Students will express an increased understanding of their overall professional skills and professional awareness in preparation for future career opportunities.

RESULTS:





Students' self-evaluation post-test scores were higher than pre-test scores on all competencies, with the exception of question 11 ("I frequently use computing skills to solve problems.") Student self-evaluation post-test scores were higher than supervisor post-test scores with the exceptions of both question 11, and question 12 ("I am proficient with computer software programs.") Supervisors scored students with the highest values in the Intercultural Fluency competency, while students ranked themselves highest in both Global and Intercultural Fluency and Teamwork, and Collaboration competencies.

In summary, students found that they utilize computing skills to solve problems less than they expected in their current jobs. Additionally, data showed that students consistently held higher opinions of their competencies than their supervisors, with the exception of IT Application. This is similar to other NACE Competency research results (Source: Job Outlook 2018 and The Class of 2017 Student Survey Report, National Association of Colleges and Employers.) Finally, both supervisors and student opinions were congruent in their confidence levels regarding Global and Intercultural fluency skills.

RECOMMENDATIONS FOR THE FUTURE:

In the next program/assessment cycle, students will be asked to complete the assessment prior to being able to check in for their training. During the 2018-2019 training for this project, students were allowed to check in, and were then asked to complete the assessment.

Throughout this process, many students did not complete the survey due to other check-in distractions. Also, when students turn in their surveys, Graduate Assistants will be tasked with

transcribing student ID's on the assessment registration form, rather than having the student write their own ID number. After completion of the current year assessment, it was found that several of the ID's on the forms were not legible, and therefore staff spent a tremendous amount of time trying to decipher the number, so that the data could be used post-survey.

Finally, Department of Wellness professional staff will be asked to increase tracking of all professional development opportunities reported as completed by their student staff throughout the academic year.