



The University of Oklahoma
16 **STUDENT**affairs
ASSESSMENT REPORT

TABLE OF CONTENTS

STUDENT AFFAIRS ASSESSMENT	3
CAREER SERVICES	7
FITNESS AND RECREATION	10
GENDER AND EQUALITY CENTER.....	13
HEALTH SERVICES	16
HOUSING AND FOOD SERVICES	19
HSC STUDENT AFFAIRS.....	22
LEADERSHIP AND VOLUNTEERISM.....	25
OKLAHOMA MEMORIAL UNION.....	28
OU-TULSA STUDENT AFFAIRS.....	32
SAFERIDE-STUDENT AFFAIRS.....	37
STUDENT CONDUCT	38
STUDENT LIFE	40
STUDENT MEDIA	44

STUDENT AFFAIRS ASSESSMENT

Education at the University of Oklahoma takes place both in and beyond the classroom. Student Affairs is an integral part of education outside of the classroom and often serves to assist students in developing attributes that employers seek as well as skills that enable students to thrive during and beyond their years at the university.

Over the 2015-16 academic year, Student Affairs launched new efforts to assess critical areas through which development occurs and where students report learning these particular skills through Project CEO. Further, the Student Affairs Assessment Committee (SAAC) worked to update the reporting structure of departmental assessment and established a benchmarking schedule for the division.

Project CEO

According to the *Job Outlook 2016* survey administered by the National Association of Colleges and Employers (NACE), top attributes employers seek in new college graduates include: leadership, teamwork, communication, problem-solving skills, and analytical/quantitative skills. NACE reports that when employers seek to distinguish between two equally qualified applicants who possess both the appropriate academic major and a high GPA, employers tend to use leadership experience to make the hiring decision (NACE, *Job Outlook 2015*).

In spring 2016, the Project Co-Curricular Experience Outcomes Survey (Project CEO Survey) hosted by Campus Labs was administered on the OU-Norman Campus. Co-curricular experiences, as defined by the survey, are those experiences in which students are engaged and working in partnership with curriculum. These experiences are meaningful and contribute to students' overall learning and development in college (Griffin, 2016).

The survey explored to what extent students believed they gained the top skills identified as most desirable by employers in new college graduates and whether students believed they gained these skills from their involvement in co-curricular activities, from their classes, from

internships/practica, from student employment on campus, and/or from employment off campus. More specifically, the survey defined co-curricular activities as involvement in student organizations, campus publications, student government, Greek life, intercollegiate or intramural sports, or academic groups. At the University of Oklahoma, most of these areas are housed within the division of Student Affairs.

Nearly 1,100 students participated in the Project CEO survey from the University of Oklahoma. The total number of participants from across the nation was 11,697. Of the OU participants, 78% identified as participating in co-curricular activities with 75% reporting their weekly time commitment to be 1 - 15 hours. Over 53% of the OU respondents reported having served in a leadership position in their organization while the national average was 51%. Of the national respondents, 29% worked on campus and 42% worked off campus while OU students reported that nearly 35% worked on campus and 33% worked off campus.

In the following chart, data was consolidated for what students self-reported as being competent, advanced, or experts in particular skill areas. To focus the Project CEO data to highlight Student Affairs programs and events on students, two areas were chosen: Co-Curricular Activities and On-Campus Employment. Student Affairs is the primary provider on campus for co-curricular activities. Further, Student Affairs employs approximately 1,600 student employees, approximately 29% of all on-campus, student employees*.

For Project CEO 2016, Fitness and Recreation (Fit+Rec) student employees took the survey prior to the survey opening to the all students. In this way, specific department data was collected. This data will guide the department's program and learning outcomes for student employees in the coming academic year. Further, this information will be shared with each department to encourage concentrated efforts in assisting students with these skills, particularly the skills that are near or below the national average.

Attribute	National Average	OU Average	Fit+Rec Average	Attribute	National Average	OU Average	Fit+Rec Average
Teamwork				Plan, Organize, and Prioritize Work			
Competent/Advanced/Expert	85%	83.4%	88.9%	Competent/Advanced/Expert	77.0%	74.6%	92.0%
Co-Curricular Activities	49%	57.6%	64.2%	Co-Curricular Activities	39.9%	49.2%	58.0%
On-Campus Employment	17.5%	23.1%	60.4%	On-Campus Employment	19.3%	23.2%	78.0%
Verbal Communication				Quantitative Data Analysis			
Competent/Advanced/Expert	79.4%	80.9%	86.8%	Competent/Advanced/Expert	66.0%	68.5%	76.0%
Co-Curricular Activities	46.1%	57.5%	71.7%	Co-Curricular Activities	13.4%	20.6%	18.0%
On-Campus Employment	20.8%	25.5%	73.6%	On-Campus Employment	9.8%	11.9%	24.0%
Decision Making				Knowledge Related to Future Career			
Competent/Advanced/Expert	79.6%	80.1%	77.4%	Competent/Advanced/Expert	56.3%	58.4%	74.0%
Co-Curricular Activities	42.6%	53.8%	55.8%	Co-Curricular Activities	25.5%	30.7%	36.0%
On-Campus Employment	18.8%	22.3%	67.3%	On-Campus Employment	10.9%	11.0%	14.0%
Problem Solving				Computer Program Proficiency			
Competent/Advanced/Expert	86.5%	86.3%	92.2%	Competent/Advanced/Expert	57.9%	55.7%	59.2%
Co-Curricular Activities	39.8%	49.0%	58.8%	Co-Curricular Activities	12.9%	18.2%	19.6%
On-Campus Employment	19.8%	23.6%	68.6%	On-Campus Employment	12.6%	14.1%	26.1%
Obtain and Process Info				Create and/or Edit Written Reports			
Competent/Advanced/Expert	85.1%	84.9%	90.0%	Competent/Advanced/Expert	69.2%	69.1%	75.5%
Co-Curricular Activities	29.7%	38.5%	44.0%	Co-Curricular Activities	13.8%	18.5%	17.0%
On-Campus Employment	16.6%	19.4%	54.0%	On-Campus Employment	9.3%	10.1%	23.4%
Influence/Achieve Buy In							
Competent/Advanced/Expert	44.0%	47.5%	65.3%				
Co-Curricular Activities	28.8%	42.1%	41.9%				
On-Campus Employment	10.5%	13.5%	41.9%				

Reporting and Benchmark Updates

Reviewing assessment processes and training methods is a continuous effort for SAAC. Nearly every year, an update is identified to improve the overall assessment process. This year, departments were required to submit how results from highlighted assessment efforts were utilized as well as how the information would be utilized in the future. In this way, departments are continuously involved in reviewing and revamping programs and services.

In addition, departments have been designated years for particular benchmarks associated with the NASPA Consortium and Campus Labs. The current schedule includes:

2016-17	Orientation, Fraternity and Sorority Life, H&F
2017-18	Student Conduct, Campus Activities, Career and Professional Aspirations
2018-19	Student Union Programming, Campus Recreation, Mental Health and Counseling

The NASPA Assessment and Consortium recommended cycle for benchmarks is 2-4 years or after a major area or campus change.

2015-16 Benchmark Review

Oklahoma Memorial Union 2016 Benchmark Overview results from the NASPA Consortium Student Unions and Programming Benchmarking survey showed that students are satisfied with most aspects of the Oklahoma Memorial Union. In fact, 90% of students indicated that overall they were satisfied with the Union, of this, 42% indicated they were very satisfied. Additionally, 79% of respondents rated the quality of Union Programming Board events as good to excellent. The most requested improvements were the availability of additional seating, especially during peak lunch hours, and an increased variety of food options. These are both continually requested areas for improvement, unfortunately, the current footprint of the Union severely limits plausible solutions. Some of the most interesting results, however, were concerning the impact of the Union on respondents' cognitive complexity, intrapersonal development, interpersonal competence, and practical competence. Students were asked various questions regarding how attending programs and events hosted in the union has affected them. Some of the results include respondents indicating improved academic performance, greater satisfaction with their college experience, improved ability to work in teams, a better understanding of diverse perspectives, increased self-confidence, a greater likelihood to participate in alumni events and donate post-graduation, and an increased ability to balance social and academic commitments. Moving forward, the Union is planning to reassess lounges and common areas to accommodate more seating, how to increase the use of the union as a student study hub, and how to increase its impact on student practical competence.

Housing and Food Services brings life to the University community. The department's educational priority states that "Housing and Food Services will cultivate and empower caring and engaged global citizens." This is accomplished through a focus retention and on the implementation of five learning goals: community, academic engagement, intercultural competence, and committed compassion.

In the 2015-2016 annual benchmarking survey completed through EBI, 87% of students responded favorably that living in the residence halls contributed to their sense of belonging on campus at the University of Oklahoma. One student responded that living in the residence halls "feels like home and I feel more immersed/involved in the university. It's the best way to get to know the school and people in it." In addition to campus commitment, 86% of students felt that living on campus had a positive impact on their overall learning; 49.2% indicated that impact was very high. The most consistent constructive feedback from residents concerned the availability of parking near the residence halls and the consistency of WiFi service. Both of these issues will be addressed in future phases of campus building (parking garage) and annual infrastructure improvement (WiFi boosters).

References

- National Association of Colleges and Employers. (November, 2015). *Job Outlook 2016: The attributes employers want to see on new college graduates' resumes*. Retrieved August 24, 2016, from <http://www.naceweb.org/s11182015/employers-look-for-in-new-hires.aspx>
- National Association of Colleges and Employers. (2014, November). *Job Outlook 2015*. Retrieved August 25, 2016, from <https://www.umuc.edu/upload/NACE-Job-Outlook-2015.pdf>
- Griffin, K. (2016, March). Project CEO: *The potential value of beyond-the-classroom experiences for developing career competencies*. Retrieved August 25, 2016. Campus Labs.
- *This data reflects numbers from September 2016 and is from Human Resources.

CAREER SERVICES

900 Asp Ave.
Oklahoma Memorial Union, Rm. 323
Norman, Oklahoma 73019
Phone: (405) 325-1974
Fax: (405) 325-3402
<http://www.hiresooner.com>

Assessment Contact Email: melanieadams@ou.edu

Mission Statement

The mission of Career Services is to enhance the career development of students by teaching career planning and job search skills and by facilitating the exchange of information among students, alumni, faculty, administrators, and employers. Career Services supports the academic mission of the University, providing information and resources related to the success of students after graduation. These services provide a link between the University and the organizations that hire OU graduates.

Program Highlight

Event: Inagural 2015-2016 Career Fair App

Program Outcome

In 2015-2016, employers and students attending the career fairs will download the career fair apps and use them as their official guide to connect with one another and navigate these events.

Summary

Employers and students that attended the career fairs used the apps to navigate the 2015 Sooner Showcase Career Fair and 2016 Spring Career Fair. The app assisted both audiences with the ability to view who would be attending and which employers were offering On-Campus Interviews. Students benefited from pre-fair tips including walk-in hours for resume critiques, Career Services' workshops designed specifically to optimize a students readiness, and specific event tips used to enhance their confidence. The app also allowed students access to the career fair guidebooks, which were previously handed out as a career fair resource at the events. Providing these guides via the app not only made access more convenient but saved departmental costs in printing hundreds of hardcopies. Vital employer and industry related information was also readily available to students, allowing them to strategically plan their "elevator speech" when visiting with them. Having access to the next-day interview schedule allowed students to view employers holding On-Campus Interviews, as well as, allowing employers the opportunity to network with other employers. Finally, the Activity Stream allowed Career Services to communicate real-time important updates, reminders about unique opportunities, important event changes, and helpful event tips to ensure optimal event access. Career Services will continue these efforts in order to engage with students more hands-on and communicate strategic career fair information

conveniently. Additionally, continued use of the app will allow Career Services' relationship with employers to grow, as well as, strengthen access to connecting their opportunities with our students.

Key Points

Attendees of the FA15 and SP16 career fairs downloaded the career fair apps to increase involvement, knowledge, and event convenience. The number of app downloads from the 2015 Sooner Showcases was 751 and the Spring 2016 Career Fair was 949 resulting in a total of 1,700 downloads for the year.

Learning Outcome	Measurement(s)	Use of Results	Future Planning	CC	HCE	IC	ID	KA	PC
As a result of using the new career fair apps 47.4% of students that attended the FA15 and SP16 career fairs were better able to navigate the fair and connect with employers.	Survey via app	To increase students' knowledge regarding the benefits of downloading the career fair apps.	Encourage students to engage in the pre-fair tips and resources as part of their tools to optimize their job search skills.	X		X	X	X	X
Volunteers at the Career Fair had the opportunity to network and focus on professional development with employers and therefore demonstrated new strategies in marketing themselves as viable candidates.	Survey	Expand volunteer survey to gauge how connecting with professionals and networking enhanced their ability to promote themselves.	Develop survey to include strategic questions to measure the benefits of volunteers having networking opportunities.			X	X	X	X
As a result of receiving resume critique services during walk-in hours, 94.65% of students were able to identify at least two ways to improve their resume.	Survey	Share survey information with staff members to maintain cohesive student career advisement.	Ensure standards of career advising are consistently met to provide similar level of student satisfaction.					X	X

Program Outcome	Measurement(s)	Results	Use of Results	Future Planning
At least 50% of students attending the FA15 and SP16 Career Fairs will download the app to increase involvement, knowledge, and event convenience.	App analytics report	Attendees of the FA15 and SP16 career fairs downloaded the apps to increase involvement, knowledge, and event convenience. The number of app downloads from the 2015 Sooner Showcases was 751 and the 2016 Spring Career Fair was 949, resulting in a total of 1,700 downloads for the year.	The app analytics report provided a baseline that will be used to make app improvements and assist in creating a FA16-SP17 strategic plan for increasing interaction and downloads.	The original goal of having career fair attendees download the event app was successful. Based off the usage report, the goal is to increase FA16-SP17's downloads by 20 percent.
At least 50% of volunteers attending career fairs will have the opportunity to network with employers.	Survey	Of the career fair volunteers surveyed by Career Services, 62.97% agreed they had the opportunity to network with employers.	Increase communication regarding the benefits of volunteering and how to optimize networking opportunities.	Strategically promote the benefits of volunteering and discuss networking strategies during volunteer training sessions.
Attendance of volunteers at the 2016 Spring Career Fair will increase by 20 percent.	Sign Up Genius Report	Attendance of volunteers from the 2016 Spring Career Fair increased by 49.09 percent from the 2015 Spring Career Fair.	Continue to cultivate strong relationships with volunteers and communicate the ongoing benefits of their participation.	Strengthen and maintain strong relationships with volunteers through connecting with organizations and departments on campus.
The number of students from the College of Arts & Sciences who participate in Career Services' walk-in hours will increase by 10 percent.	CSO Data Reports	Compared to the 2014-2015 academic year, Career Services saw a 1.15 percent decrease in the number of students from the College of Arts & Sciences who participated in the Career Services walk-in hours.	Revisit targeted strategies to connect with CAS students and evaluate outreach efforts.	Develop new tactics and strategies to reach targeted groups of CAS students and employ methods of increasing student buy-in regarding the benefits of utilizing Career Services walk-in services.

FITNESS AND RECREATION

1401 Asp Avenue, Room 170
Norman, OK 73069
Phone: (405) 325-3053
Fax: (405) 325-1365
<http://ou.edu/far/>

Assessment Contact Email: amydavenport@ou.edu

Mission Statement

The Mission of Fitness and Recreation is to provide diverse programs, services, and educational opportunities to enhance the lifelong health and wellness of the university community.

Program Highlight

Event: First-Year Intramural Participation

Program Outcome

In 2015-2016, at least 20% percent of intramural participants will be first-year students.

Summary

A high number of freshman participants within intramural sports helps to immediately establish healthy and active lifestyles for our students during their tenure at the university. Heavily recruiting and retaining freshman participants also assists in creating informal program ambassadors who promote fitness and recreation throughout campus. By intentionally seeking out freshman participants, OU Fitness and Recreation assists in establishing positive relationships and an enhanced academic experience that serves to supplement retention rates at the university.

Key Points

The goal was met; 29% of our total intramural participants were first-year students (approx. 38% of the entire freshman class). With such success, intramural sports is seeking to obtain a 50% participation rate from the freshman class in 2016-17.

Learning Outcome	Measurement(s)	Use of Results	Future Planning	CC	HCE	IC	ID	KA	PC
Student employees, 96%, identified at least one transferrable skill that will be useful for their future endeavors that they acquired as a result of working at the Huston Huffman Fitness Center.	Self-Report	Identified skills were discussed during individual end-of-semester evaluations.	Listed skills may be discussed when onboarding and/or training students to help prepare them for potential learning opportunities.			X	X	X	X
As a result of completing OU FIT Project, respondents identified an average of 9 different health and wellness related improvements.	Survey	Addition of Wellness Coaching and Nutritional Consultation enhanced opportunity for health and wellness improvements compared to traditional Boot Camp.	Provide future opportunities to include Wellness Coaching and/or Nutritional Consultation as a part of programming.	X		X	X	X	X
Boot Camp activities provided 88% of respondents with skills/knowledge to continue with their own regular physical activity.	Survey	Supports goal of program to increase individuals' skills and knowledge to be able to exercise on their own.	Create even more purposeful planning of Boot Camp activities to increase the number of respondents that assist in their physical activity abilities outside of the program.	X		X	X	X	X
Fitness and Recreation hosted a 100% completion rate of certification for student employees that attended an American Heart Association course.	Class Records	Used to determine that job requirements of CPR/AED certification for student employees. Enhance safety and emergency response abilities of staff at Huston Huffman Fitness Center.	Continue to strive for 100% pass rate.					X	X

Program Outcome	Measurement(s)	Results	Use of Results	Future Planning
The OU FIT Project had a 100% completion rate for the 11 week program.	Observation	Although not all participants were unable to attend every session due to illness or conflict, however, 100% retained participation throughout the entire program.	Supports that replicating this program in the future will most likely be well received by members.	Consider offering this program again in the Fall.
The number of participants attending FIT Classes will increase by 5% for 2016 over 2015	Attendance Records	There was a 12% increase in the number of participants attending FIT Classes 2016 compared to 2015.	Although the number of FIT Passes purchased between the two years was fairly similar, the overall participation in the program was higher. The number of classes offered per week each year was also very similar. A few (3-4) additional classes were offered each week in 2016.	Continue to maintain the quality and variety of classes. Utilize FIT Pass survey to get an understanding of participant needs/wants. Research trends in fitness industry. Set new goal to increase participation by 10% in 2017.
At least 20% percent of intramural participants will be first-year students.	Counts	Goal met; 28.66% of intramural participants were first-year students.	This was the first year this number has been tracked. Using this number as a baseline to understand how to target first-year students in the future.	Continue to increase the number of first-year students involved with intramural sports. Evaluation method will remain as is, but level of importance will consistently be stressed to help establish healthy and active lifestyles for our students for their tenure at the university.

GENDER + EQUALITY CENTER

900 Asp Ave., OMU 247
Norman, Oklahoma 73019
Phone: (405) 325-4929
Fax: (405) 325-7493
<http://ou.edu/gec>

Assessment Contact Email: kfahl@ou.edu

Mission Statement

The mission of the OU Gender + Equality Center is to foster social justice by advocating for the rights of women and LGBTQ students, empowering those without a voice, and challenging inequality.

Program Highlight

Event: National Coming Out Day Open-Mic Night

Program Outcome

The LGBTQ Program Advisory Board will revamp the annual National Coming Out Day event.

Summary

In a world where identifying as LGBTQ is culturally, politically, and socially controversial, feeling confident and free to be authentically oneself can be incredibly daunting and challenging. When someone comes out within the LGBTQ spectrum, there is no guarantee that it will be a positive experience, and no initial reassurance of continued support or affirmation of identity.

During the week of National Coming Out Day, the Gender + Equality Center created a space where students could either share their coming out stories or come out for the first time to a supportive, affirming, and empathetic group. More than 70 people were in attendance, with 14 individuals telling their own stories at the National Coming Out Day Open-Mic Night. The powerful message this event communicates is that everyone has their own story or way of coming out, but we can come out in solidarity to create spaces that are built on a foundation empowerment and strength.

Key Points

- The turnout at this new event exceeded attendance at the prior year's National Coming Out Day Resource Fair.
- This successful event will be replicated next year.

Learning Outcome	Measurement(s)	Use of Results	Future Planning	CC	HCE	IC	ID	KA	PC
88% of participants completing the LGBTQ Ally follow-up assessment report that they have educated people about LGBTQ issues.	Follow-up survey	Results will be used to make improvements to the LGBTQ Ally Training.	Information gathered from this long-term assessment will inform continuing education offerings in the 2016-17 academic year.			X		X	X
After attending One Sooner, 97% of participants agreed or strongly agreed that they are likely to intervene if they felt someone was at risk for gender-based violence.	Post-test	This results reinforce that our curriculum is effective.	Continue to reinforce bystander intervention through marketing campaign.			X			X
Of the participants in the Step In, Speak Out program, over 92% of participants strongly agreed to understanding the definition of consent.	Post-test	This results reinforce that our curriculum is effective.	Continue to reinforce consent definition through marketing campaign.					X	
The majority of participants in One Sooner identified OU Advocates as a resource to assist people who have experienced gender-based violence.	Post-test	This results reinforce that our curriculum is effective.	Use OU Advocates resource cards as a handout after the One Sooner presentation.					X	

Program Outcome	Measurement(s)	Results	Use of Results	Future Planning
The Gender + Equality Center will secure additional funding for the LGBTQ Progressive Dinner to allow for additional guests.	Securing Sooner Parents Mini-Grant, post-event evaluation, and attendance tracker	The second annual LGBTQ Progressive Dinner was awarded a \$500.00 Sooner Parents Mini-Grant. This generous gift allowed us to open five additional seats to students, raising attendance from 30 to 35 participants.	92% of those who attended the 2016 LGBTQ Progressive Dinner stated they would attend again next year. 96% of those who attended said they would recommend the event to others.	The Gender + Equality Center will continue to seek additional funds to allow for attendance growth, so to ultimately connect students with supportive faculty and staff on our campus.
The LGBTQ Program Advisory Board will revamp the annual National Coming Out Day event.	Assessment from previous years and attendance tracker	In the Fall of 2015, the Advisory Board developed a new initiative that created a space for students to come together and celebrate National Coming Out Day by sharing their stories, the National Coming Out Day Open-Mic Night. The event had over 70 in attendance.	We will continue to use this model to celebrate the 2016 National Coming Out Day.	Creating the National Coming Out Day Open-Mic Night was a reminder that even established events come and go. We will continue to use assessments to gauge the vitality and sustainability of all of our events.
The Gender + Equality Center will increase attendance for the third annual Mosaic: Social Justice symposium by 8% from the previous year's Symposium.	Attendance Trackers (previous year and current)	During the 2015 calendar year, the Gender + Equality Center moved Mosaic: Social Justice Symposium from the Spring Semester to the Fall Semester. The attendance for the Fall 2015 Mosaic was 170 people, a decrease of 30 people from the Spring 2015 event.	Having two symposiums in one calendar year made it difficult to reach more presenters and potential audience members. Moving forward, we anticipate a rise in attendance because a significant time has passed between symposiums and because current state, national, and global issues focused on social justice.	For the Fall 2016 Mosaic: Social Justice Symposium, we will reach out to more departments across our University for student involvement. This will not only help with visibility, but also provide a variety and more diverse presentation selection.

HEALTH SERVICES

620 Elm Ave.
Norman, Oklahoma 73019
Phone: (405) 325-4611
Fax: (405) 325-7065
<http://ou.edu/healthservices>

Assessment Contact Email: kyleboeuf@ou.edu

Mission Statement

The mission of Health Services is to maximize the health of the university community by providing high quality medical services, counseling services, and health education programs.

Program Highlight

Event: Peer Educator Specialization

Program Outcome

Through specialty training for the Comprehensive Alcohol Program peer educators for presenting to Athletes and Greek Life students, peer educators will report feeling more comfortable when presenting to these populations.

Summary

The Comprehensive Alcohol Program provides face-to-face alcohol training to first-year students. The objective of the program is to provide an engaging discussion about alcohol use on our campus and to reinforce healthy decision making. Recent outcome research suggests two important groups require specialized information. These groups include Athletes and Greek Life students. This year, interested peer educators, were provided with additional, specialized information for these two groups of students. These new specializations were found to be effective based on outcome data collected from both peer educators and participants.

Key Points

Feedback from peer educators revealed they viewed themselves as being more effective in presentations to Athletes and Greek Life students because they saw themselves as more knowledgeable. The new information incorporated what research supported as most important when working with these populations.

Learning Outcome	Measurement(s)	Results	Use of Results	Future Planning	CC	HCE	IC	ID	KA	PC
The University Counseling Center will provide significant clinical training in suicide assessment, treatment, and referral to agency interns.	Exit Interview, Document Analysis, Observation	Interns demonstrated proficiency in assessing, treating, and referring suicidal students	This training will be continued as part of the intern training curriculum. This training will be enhanced by providing more applied training vignettes.	This training will be moved to earlier in training year and a similar training will be implemented with practicum students.	X				X	X
100% of participants during Suicide Awareness week will be able to identify at least two signs someone may be contemplating suicide.	Exit Interview	100% of participants reported knowledge of two signs of suicide risk.	The results of the program suggest this intervention was effective in meeting program goals. Work will be done to see how program can be expanded.	The program will be reviewed to see how it can be expanded to reach a greater campus audience.			X		X	X
100% of patients with an initial positive tuberculosis test will be able to identify signs of active Tuberculosis disease and define a latent TB infection.	Exit Interview	100% of participants were able to identify signs and define TB.	These results support staff are effective communicating important health information to patients regarding TB.	Future programs will evaluate provider education with additional important health topics.					X	X

Program Outcome	Measurement(s)	Results	Use of Results	Future Planning
The Comprehensive Alcohol Program will increase participation by strategically offering sessions closer to where first-year students live and at the same time increasing program engagement.	Participant Counts	The program reached 87% of registered first-year students.	The success of the program at the new location indicates this change was successful. The program will be offered again in the residence halls and continue to monitor attendance rates.	The ability to reach over 4,000 first-year students and provide valuable alcohol education is a significant accomplishment. The program will continue to explore new ways to keep relevant based on participant feedback in focus groups.
Health Services will increase the number of tobacco cessation referrals. Clinical providers will screen 100% of patients for tobacco use and make a referral to cessation services when indicated.	Data system analytics and Document Analysis	100% of patients were screened and referred for cessation services between January 2016 and May 2016.	Results indicate this intervention was effective in identification and referral to students in need. These results will be used to expand this program.	Future work will include tracking what happens to these individuals after receiving a referral.
The Comprehensive Alcohol Program will increase Peer Educator knowledge in two targeted areas: Health Impact and Greek Life	Self-Report and Observation	Peer Educators reported being better prepared to address participant reactions in programs provided to Athletes, Greek Life students and health-conscious students.	The creation of specific content knowledge domains has resulted in the development of specialized Peer Educators to address specific campus needs.	The two Peer Educator content domains will be maintained and improved. Additional specializations will be researched and developed.

HOUSING AND FOOD SERVICES

1406 Asp Ave.
Room 126
Norman, OK 73019
Phone: (405) 325-2511
Fax: (405) 325-7512
<http://ou.edu/housingandfood/>

Assessment Contact Email: esimpson@ou.edu

Mission Statement

We bring life to the University Community.

Program Highlight

Event: OU Move-In 2015

Program Outcome

Housing and Food Service will conduct a full service Move-In for 4000 residence hall residents.

- Measurement: Housing Contracts
- Results: All students moving into the residence halls on Move-In days were able to utilize the inaugural full service move.

Summary

Students arrived to campus on their designated Move-In day and checked in at Lloyd Noble Center. They then proceeded to their assigned residence hall where their car was unloaded for them and belongings were taken to their room. When students and families arrived to the student's community, they were greeted by their RA and able to begin unpacking. This process centered the student experience of Move-In and allowed students and families to engage with faculty, staff, and departmental partners as well as begin their Sooner Orientation weekend.

Key Points

- Full service Move-In for over 4,000 residence hall residents.
- Three full Move-In days for students.
- Campus wide participation in welcoming events and resource fairs.

Learning Outcome	Measurement(s)	Use of Results	Future Planning	CC	HCE	IC	ID	KA	PC
94.3% of residents identified that student staff members, such as Resident Advisers, excelled in inclusive practices as a result of Residence Life and Intergroup dialogue training.	EBI Benchmarking Survey	Results indicate a continued need for this training to improve/maintain this statistic.	Residence Life will continue to use Intergroup Dialogue training and techniques for student staff and continue to engage in the Diversity Experience.		X	X		X	X
As a result of targeted community engagement programming, 96.4 of residents reported feeling a sense of community in which all community members treated others with respect.	EBI Benchmarking Survey	Community engagement programming was used to increase personal interactions between students and staff as well as students and community.	Continue targeted programming efforts to ensure every resident finds an engagement point.	X	X		X		
As a result of over 800 hours of focused training, 99% of Resident Advisers indicated that their student staff position in Residence Life positively enhanced their experience with diverse interactions.	EBI Benchmarking Survey	Identified skills were discussed in one-on-one meetings, evaluations, and used in all resident interactions.	Continue to invest in training time and resources for student staff	X	X		X		X
As a result of targeted training on cognitive empathy building, Residence Life staff engaged in over 700 hours of facilitation for the first year Diversity Experience.	Facilitation Counts	Staff used these facilitation opportunities to both practice facilitation skills as well as gain a deeper understanding of students' experiences in on campus residential spaces.	Ensure that each staff member facilitates at least one Diversity Experience in order to practice skills.	X			X	X	

Program Outcome	Measurement(s)	Results	Use of Results	Future Planning
Room change requests will decrease by 25%.	Room Change Requests	Room change requests decreased by 32% for the academic year.	Room change request numbers are a good indicator of the strength of roommate matching.	Housing and Food Services Operations will continue to strengthen the roommate matching algorithms.
Food Services student staff training time will increase by 50%.	Training Schedule Review	Food Services Student Staff training time increased by 80%.	Intentional training topics allows Food Services to better prepare student employees for customer service, provide transferrable skills, and ensure H&F's core values are understood.	Housing and Food Services will continue to invest time and energy in training student staff across the board.
35% of all Residence Life programming will center academic engagement and academic initiatives.	Programming Reports	41% of Residence Life programming was academically focused.	Academic engagement programming is essential to first year persistence as well as critical to highlighting available academic resources available on campus.	Residence Life will strategically partner with campus resources to continue to offer high quality academic initiatives.

HSC STUDENT AFFAIRS

1106 N Stonewall Ave, Suite 300
Oklahoma City, OK 73113
Phone: (405) 271-2416
Fax: (405) 271-8817
<http://students.ouhsc.edu/>

Assessment Contact Email: Carlos-Rodriguez@ouhsc.edu

Mission Statement

The mission of HSC Student Affairs is to enrich students' academic experience by building a diverse and inclusive community, supporting emotional, intellectual and personal growth, facilitating professional development and providing guidance toward a professional health career.

Program Highlight

Event: Healthy Union

Program Outcome

As a result of participation in the Healthy Union program, more than 50 percent of the participants will be able to describe the significance of "Eating Healthy on the Go."

Through participation in the Healthy Union and HSC Read and Lead co-programming effort, participants will be able to identify techniques to impact their physical health through proper food preparation.

Summary

The goal of the Healthy Union initiative is to provide increased learning relative to healthy living. Based on a national best-practices, the Healthy Union program addresses a number of practical techniques combined with relative knowledge to enable students to live a healthy lifestyle on the go.

Key Points

- In collaboration with the Department of Nutritional Sciences, dietetic students presented group projects as part of their course curriculum for the October Healthy Union sessions. The three-part series includes topics such as 'How to Grocery Shop Effectively' and 'How to Meal Plan for a Week's Worth of Food.'
- In each of the categories surveyed (Knowledge of Eating Healthy, Awareness of Preparing Healthy Meals, Confidence in Ability to Prepare Healthy Snacks), students reported an increase in knowledge gained.
- As a result of survey themes, additional collaboration yielded the development of the Healthy Union Recipe Card. The recipes are developed by current OUHSC dietetic students, cooked and prepared by HSC Food Services, and available at the grab-and-go station for purchase in the DLB Union Food Court alongside the Healthy Union Recipe Card.

Learning Outcome	Measurement(s)	Use of Results	Future Planning	CC	HCE	IC	ID	KA	PC
As a result of participation in the Healthy Union program, more than 50 percent of the participants were able to describe the significance of "Eating Healthy on the Go."	Pre/Post Test, Observation	The themes identified in the data informed direction for the text associated with the Read and Lead co-programming effort.	Strategic collaborations with departments (Nutritional Sciences, Public Health, etc.) will be established to present practical sessions in response to the data themes.	X				X	X
Following participation in Leadership HSC, members were able to articulate the foundational principles of Strength-Based leadership.	Survey	The Strengths-Based Leadership workshop was moved to the final session to aid in post-program relationships and development.	Recognizing Strengths in practice, the Strength's Scout material will be utilized for future classes to address opportunities for sustainable takeaways.	X		X		X	X
Through participation in HSC Read and Lead, participants were able to discuss one or more new leadership principles as a result of the discussion.	Survey, Observation	With more than 90 percent of participants reporting the text and discussion made them evaluate/reevaluate leadership principles, additional leadership development opportunities were made available to the discussion groups.	Co-programming is not typical of HSC Read and Lead, however, the insights gained from the previous year will be used to determine appropriate opportunities for co-programming.	X	X				X

Program Outcome	Measurement(s)	Results	Use of Results	Future Planning
HSC Student Affairs will increase the number of applications for campus-wide awards by 10 percent through a new online application process.	Application Data	HSC Student Affairs received 66 total award applications for the spring awards in 2014-15. Implementation of the new electronic submissions yielded more than a 70 percent increase in applications for 2015-16.	With the increase in applications likely attributed to the delivery method, the seven health professional colleges were contacted directly to identify the most effective avenues for reaching potential applicants.	The overall goal was exceeded, however, the data showed areas where specific groups (e.g. Outstanding Adviser, Student Org) may benefit from targeted delivery methods.
Collaboration with Admissions and Records will yield a 50 percent attendance of self-identified international students at New International Student Orientation (NISO).	Participant Counts	60 percent of self-identified new international students attended NISO.	The increased participation and feedback yielded the start of a student-driven International Student Guide, an initiative taken on by the OUHSC SGA Senate.	Future collaborations will include specific college and departmental outreach.
HSC IM Sport will develop two summer league play opportunities.	Survey	64 percent of HSC IM Sports participants indicated interest in more than one-time events for summer enrollment.	Summer league play advertisement was incorporated into the summer enrollment orientation schedule and advertised accordingly. The teams across each two leagues totaled 21.	Summer league play will be a standard practice for summer enrollment with one-time events as a compliment, not the primary.

LEADERSHIP AND VOLUNTEERISM

900 Asp Ave., OMU 249-253

Norman, OK 73019

Phone: (405) 325-4020

Fax: (405) 325-5248

<http://www.ou.edu/leadandvolunteer.html>

Assessment Contact Email: rreed@ou.edu

Mission Statement

The mission of Leadership and Volunteerism (L&V) is to empower students to become effective leaders and active community members through participation in varied experiences, programs and services. Leadership and Volunteerism (L&V) provides educational programming and opportunities for students to “make a difference.” Through numerous programs and activities, L&V helps students further develop their leadership skills, assists with personal growth through student learning and connects students to volunteer opportunities in the local community and beyond.

Program Highlight

Event: President’s Community Scholars (PCS) Mentor Program

Program Outcome

PCS will establish a mentor program to create relationships and peer mentoring opportunities between upper class PCS alumni and current PCS members.

Summary

PCS partnered with 23 upper class PCS alumni students to oversee 11 small groups. They served as consistent resources for the freshmen students regarding academic assistance and community service opportunities. The objective was for 127 PCS freshmen to discover information that would assist them in their personal development, scholastic growth and achievements toward excellence at the University of Oklahoma. Mentors served in key roles as greeters at the annual pre-retreat optional programming and helped to create ways to connect the students outside PCS meetings. Through the peer-to-peer relationships, upperclassmen were able to lend their expertise and cultivate a positive environment for these new students. One mentor wrote, “Watching my small group grow throughout the year was the most rewarding experience of my sophomore year.”

Key Points

- PCS Alumni Mentors sharing campus resources and personal lessons learned impact the freshmen PCS class in a powerful way. The mentors are motivated to give back to their beloved program, help freshmen participants feel a personal connection with an upperclassmen and assist with transitions to campus life, academic success and future student involvement opportunities.

Learning Outcome	Measurement(s)	Use of Results	Future Planning	CC	HCE	IC	ID	KA	PC
As a result of completing the Strengths Finder 2.0 Assessment, PCS students were able to identify at least one of their personal strengths and understand how it affects their leadership style.	Campus Labs Survey	This information helps PCS leadership to understand the impact of this tool and to create a sense of self-awareness in the students as they continue to develop as leaders.	PCS will continue to complete this assessment tool next year and possibly revisit their strengths at the end of the year to reiterate their importance and the power of remembering them.			X	X		
As a result of participating in PCS, students indicated that they identified with at least one service initiative or non-profit organization throughout the year.	Campus Labs Survey	The community service survey provides valuable data of hours served and agencies served.	This service effort helps to instill the key element of community service in these students and encourage continued involvement during their college experience.		X	X	X		
At least 94 percent of the Leader Summit participants were able to identify at least one lesson learned from their conference experience.	Campus Labs Survey	The survey comments were reviewed and shared with the Leader Summit committee.	This information will assist with planning the 2017 Leader Summit experience.	X				X	

Program Outcome	Measurement(s)	Results	Use of Results	Future Planning
Through increased programming awareness with community agencies, such as The Children's Hospital Volunteers, PCS made professional instructional videos for patients to view Saturday mornings via a special hospital channel.	Verify participation and videos produced	100% of PCS students participated in the video development and supply collection.	The videos were successful this year with the hospital - patients enjoyed them as well. However, lessons were learned regarding purchasing, storing, and distributing supplies.	Next year's students will be challenged to create videos and lessons that do not require any supplies. This will make the programs more consistent and less expensive to create.
At least 80% of PCS students will participate in Big Event 2016.	Verify attendance	85% of PCS students participated in Big Event 2016.	All of PCS are located at one serving site and have consistently served the same school year after year. This creates a wonderful volunteering environment that allows for team bonding as well.	PCS leadership will request to work at Roosevelt Elementary School again next year as one large group to continue the tradition.
Through established promotional and notification processes, 400 students will register for Leader Summit 2016.	Verify registration records	With limited publicity, registration capacity of 400 students signed up for Leader Summit 2016. An online registration process assisted with ease and accurate record keeping. Students registered, and at a later date - picked up their shirt and paid any registration fee.	With improved communication via Org Sync we will offer an even more efficient online registration process next year.	We will consistently be looking for ways to create an efficient registration process, but also one that allow us to connect with the student and reinforce buy-in - so there is increased growth in the number of participants showing up on Summit day.

OKLAHOMA MEMORIAL UNION

900 Asp Ave., Suite 428
Norman, Oklahoma 73019
Phone: (405) 325-2121
Fax: (405) 325-7721
<http://www.ou.edu/union/>

Assessment Contact Email: mg@ou.edu

Mission Statement

The mission of the Oklahoma Memorial Union is to support the academic growth of students by enriching the university community through programs and services, building an inclusive community, and providing a clean, safe, and welcoming facility for diverse, campus life experiences to occur.

Program Highlight

Event: Oklahoma Memorial Union Wedding Open House

Program Outcome

The Oklahoma Memorial Union will have at least 75 brides register for the inaugural Oklahoma Memorial Union Open House.

- Measurement: Registration Records
- Results: Over 100 brides registered for the open house event, over 60 brides attended the event with their guests and five bookings were made on-site with the union staff the day of the open house.

Summary

To further market itself as a top wedding venue in the OKC-Metro area, the Oklahoma Memorial Union hosted a wedding open house to allow prospective couples to tour the union's various wedding spaces, meet with our staff about booking options and visit with select local wedding vendors. The intention was to create a relaxed and more intimate environment than what is found at a typical wedding expo.

Key Points

- The event was free to attend but couples had to RSVP.
- We strategically invited local wedding vendors and only one of each kind of vendor (i.e. one baker, one DJ, one wedding boutique, etc.)
- Partnerships with local vendors provided linens, lighting, music, and other services free of charge for the event.
- The atmosphere was low pressure, couples and their guests browsed the union and visited with vendors at their leisure. Staff was on hand to answer questions but we did not follow or harass guests.
- Rooms were beautifully staged as they would be set for ceremonies or receptions so couples could more accurately picture their wedding in the spaces.
- The event was promoted through TheKnot.com and targeted Facebook advertising.
- By forgoing attendance at a wedding expo, the union saved the typical \$1,000 booth fee.
- The booking of a single wedding more than paid for the costs of hosting the event.

Learning Outcome	Measurement(s)	Use of Results	Future Planning	CC	HCE	IC	ID	KA	PC
As a result of student employment at the Oklahoma Memorial Union, 73 percent of respondents agreed that their leadership skills had improved.	Survey	Results show that the Union, through student employment opportunities, compliments the academic experience by helping students develop leadership skill for their career goals after graduation.	The Oklahoma Memorial Union has worked with the other BIG XII Unions to develop common learning outcomes for student employees and volunteers. These will be used along with this data to develop more comprehensive development programs for student employees/volunteers.	X		X	X		
As a result of attending programs, speakers and other events in the union, 72 percent of student respondents agreed that they have been able to connect with other students.	Survey	Results validate the importance of union programming and the use of the union as an event center, in order to better build campus community.	The Oklahoma Memorial Union and the Union Programming Board will reach out to the office of student life to educate new advisors and staff about the importance of programming in the union and resources the union can offer to financially subsidize programs and aid in other ways.			X			
After serving on the Union Programming Board Executive committee, 93 percent of participants felt that they are better able identify a problem and construct a viable solution, while 84 percent increased their ability to identify personal strengths and talents.	Pre/Post Tests, Interviews	The results are an indicator that training and development processes used by the Union Programming Board staff, have been successful in facilitating critical thinking and introspection.	Union Programming Board staff can continue to develop and expand their training and development processes knowing they are on the right track with these positive results.	X			X	X	X
After attending a Union Programming Board member retreat, all participants were able to describe their personal leadership style and the best methods to incorporate their leadership style in a group setting.	Survey, Observations	Union programming Board staff can use results to help build more effective teams and show student leaders how to build and manage effective teams.	Union Programming Board staff will continue to use this leadership assessment activity at their member retreats in the future.	X		X		X	

Program Outcome	Measurement(s)	Results	Use of Results	Future Planning
The Union Programming Board will increase the total number of organizations that are involved in the co-sponsorship program by 5 percent, allowing more student groups to host events on campus.	Document Analysis, Program Reports	The total number of organizations receiving co-sponsorship from the Union Programming Board in the 2015-2016 Academic Year increased by 8 percent from the previous year.	Co-sponsorship numbers are used as one of the indicators that the Union, through the Union programming Board, is making the union an open and welcoming space on campus that supports diverse programming.	The union programming Board will likely increase the goal for next year based on these results. The co-sponsorship program is especially important to help provide culturally diverse programming to the OU Community.
The Union Programming Board will increase the student attendance of all UPB events by 5 percent, resulting in a more utilized and engaging student union.	Program Reports, Document Analysis	The Union Programming Board attendance per event increased by 4.8 percent during the 2015-2016 Academic Year. Although the initial goal was not quite met, an increased focus on the quality of each individual event led to a 45.6 percent increase in average event attendance for UPB programs.	Increased attendance numbers are an indicator of impact of the Union Programming Board on campus and can be used to identify what types of events and marketing efforts might be more successful than others.	As cumulative attendance jumped greatly but individual attendance did not meet the goal, The Union Programming Staff will reflect to see if different and individual goals can be constructed to better assess attendance.
The Union Programming Board will achieve at least a 75 percent satisfaction rating from students in regards to the quality of Union Programming Board events.	Survey	79.4 percent of students surveyed rated the quality of UPB events as good to excellent.	Satisfaction results provide an indicator that that the students and staff of the Union Programming Board are on the right path or going in the wrong direction in regards to program selection and execution.	Data will be considered in the selection of programs for the Union Programming Board's event calendar. A higher satisfaction goal will also likely be set for the future.
The Oklahoma Memorial Union will increase the number of wedding-related reservations by 5 percent through targeted marketing efforts.	Sales Records	The union saw a 9.75 percent increase in wedding-related events during FY15 and a 33 percent increase in wedding-related event revenues.	Growth of outside (non-university) business shows that the union is continuing to find ways to increase revenues in difficult financial times. These results also specifically show that the union can be regarded as a top wedding venue in the Metro area.	This results will be used to set realistic and achievable sales goals for the future as well as guides strategic planning in regards to business growth.

<p>The Oklahoma Memorial Union will achieve at least a 95 percent customer satisfaction rating from clients making reservations in the union.</p>	<p>Survey</p>	<p>94.25 percent of customers surveyed after their events indicated they were satisfied to highly satisfied with the service provided by the union reservations team. This is a 0.75 percent decrease from FY 15.</p>	<p>These results are used partially to evaluate the overall performance of union hospitality and building staff and used in annual goal setting.</p>	<p>Though the union staff was close to its goal, it was not met and some discovery will be conducted to determine why the goal was not met. If specific barriers existed to prevent the goal achievement, they will be addressed. As of now, next year's goal will also be set at 95 percent customer satisfaction.</p>
---	---------------	---	--	---

OU-TULSA STUDENT AFFAIRS

4502 East 41st Street, Rm. 1C76

Tulsa, Oklahoma 74135

Phone: (918) 660-3100

Fax: (918) 660-3101

<http://www.ou.edu/content/tulsastudentaffairs.html>

Assessment Contact Email: joshua-davis@ouhsc.edu

Mission Statement

The mission of OU-Tulsa Student Affairs is to provide resources and opportunities, unite a diverse student population, respect each student's experience and goals, and enhance the development of the whole student.

Program Highlight

Event: Native American Heritage Month

Program Outcome

At least 75% of participants in our Native American Heritage Month (NAHM) programs will report a greater level of awareness of national Native American Heritage Month.

As a result of collaboration with OU-Tulsa Public Affairs, NAHM programming will receive 1,000 "profile" views through the OU-Tulsa page on Facebook.

Summary

In early fall 2015, OU-Tulsa Student Affairs and the Office of University Community began collaborating on a way to celebrate Native American Heritage Month (NAHM) on the OU-Tulsa campus. Student Affairs was able to obtain full-size flags of the 39 federally recognized tribes that reside in the state of Oklahoma through a working partnership with Tulsa Public Schools Indian Education. The flags were proudly displayed throughout the Founders Student Center during the month of November, adding their bright colors and rich symbolism to one of the most heavily trafficked areas on campus. Fact sheets for each tribe, which included the population, tribal capital, chief name, how to say "hello" in the native language, and an interesting fact, were also displayed.

Additionally, Student Affairs compiled "profile" portraits that highlighted the unique experiences of six of OU-Tulsa's Native American students, faculty, and staff. The profiles included pictures of the individuals alongside artwork from the James T. Bialac Native American Art Collection (also being housed in the Founders Student Center), biographical information including tribal affiliation, and a quote from each person regarding the significance and impact of his or her respective Native American heritage. Along with displaying the profiles in shared student spaces, Student Affairs worked with the Public Affairs department to distribute these profiles at scheduled intervals to the campus community and post them to the OU-Tulsa Facebook page, where they obtained nearly 1,000 views in the month of November.

Native American Heritage Month programming concluded with a reception hosted in the Founders Student Center on Tuesday, November 24, 2015. The reception was open to all students, faculty, staff, and guests. Nearly 100 people turned out to hear remarks by OU-Tulsa President Dr. John Schumann and keynote speaker Chairman John Shotton of the Otoe-Missouria Tribe. Chairman Shotton gave a moving speech and presented Dr. Schumann with an authentic Native American blanket to show his appreciation for the efforts of the OU-Tulsa campus in celebrating Native American heritage and culture. After the remarks, attendees were treated to authentic Native American cuisine prepared by Charlotte Berryhill, Human Resources staff member at OU-Tulsa and member of the Muscogee Creek Nation. As the reception closed it presented a fitting conclusion to a very successful Native American Heritage Month at OU-Tulsa.

Key Points

- 100% of survey respondents indicated a desire to see the Founders Student Center utilized to host programs and events designed to foster awareness and understanding of culturally significant events in the future.
- Student survey response regarding the future of culturally significant events hosted on the OU-Tulsa campus: “Diversity is a huge topic of discussion these days and I think we could all benefit from education. Encourage participation and open the door for involvement from the various groups. We all want to be understood and accepted.”
- Student survey response regarding their experience during the program reception: “Loved the comments and acknowledgements. Respected the fact that the President participated! Appreciated Charlotte making the food!”
- The success of the program led to the coordination of a similar program for Black History Month in February, which coincided with the official re-establishment of the OU-Tulsa Diversity Coalition.

Learning Outcome	Measurement(s)	Use of Results	Future Planning	CC	HCE	IC	ID	KA	PC
Through participation in OU-Tulsa's Native American Heritage Month programming in November, at least 75% of OU-Tulsa student attendees developed a greater level of awareness of national Native American Heritage Month.	Survey	With the actual percent of student participants who reported developing a greater level of awareness at 91.89%, and 100% of student participants indicating a desire to see the Founders Student Center utilized for future events designed to raise awareness of culturally significant events and cultures in the future, a similar program has been developed for Black History Month.	Survey results will be shared with the newly re-established OU-Tulsa Diversity Coalition in an effort to more collaboratively plan next years' program and more effectively implement suggested changes noted in the survey results.	X	X	X	X	X	

Participants in the OU-Tulsa "Holiday Celebrations" trivia event, co-coordinated by Student Affairs and the Schusterman Library, were able to identify specific holiday traditions from three or more religions from around the world.	Interview / Observation	The information was shared with Schusterman Library staff.	Student Affairs will work with Schusterman Library staff to co-develop future competition-based programs design to increase knowledge and understanding of the diverse backgrounds represented at OU-Tulsa and around the world.	X		X		X	X
75% of students who participate in the OU-Tulsa Big Event will report a deeper level of connectedness to the greater Tulsa community.	Exit Interview	With nearly 100% of interviewees reporting a deeper connection to the community, the need for more detailed analysis became apparent.	Future Big Event exit interviews will be expanded to include additional, more detailed questions and separated by the location site of the respective volunteers. This will allow results to be compared and contrasted through that lens and provide a greater idea about what types of volunteer opportunities lead to higher levels of development.		X	X	X		X
At least 75% of students who attended any part of the OU-Tulsa Black History Month program reported a deeper understanding of the history and challenges facing the African American community in Oklahoma.	Survey / Exit Interview	64% of survey-taking participants reported experiencing this effect as a result of participating in the programming. This number fell short of the goal and was significantly less than the percentage reported for a similar outcome from Native American Heritage month, prompting the need to compare and contrast our programs and share the results with all parties involved in the planning process.	Student Affairs will share survey results and feedback with the OU-Tulsa Diversity Coalition and compare to those from the Native American Heritage Month program in an effort to streamline our processes and develop congruence between the programs and desired outcomes.	X	X	X	X	X	

Program Outcome	Measurement(s)	Results	Use of Results	Future Planning
<p>As a result of collaboration with the Office of University Community, the initial member base for the OU-Tulsa Diversity Coalition will be comprised of at least 25 members.</p>	<p>Document Analysis</p>	<p>42 students, faculty, and staff attended the first OU-Tulsa Diversity Coalition meeting on February 11, 2016 and pledged membership.</p>	<p>The fantastic turnout for the initial meeting indicated a strong desire from our campus community to work together to promote diversity and inclusion initiatives through the coalition. Planning for continued development of the group will commence.</p>	<p>The initial members of the coalition will begin meeting monthly to develop a blueprint for the development of the organization moving forward. Initiatives will include developing a mission statement, recruitment strategy, and strategic plan - all working toward the ultimate goal of promoting diversity and inclusion at OU-Tulsa.</p>
<p>At least 75% of participants in our Native American Heritage Month (NAHM) programs will report a greater level of awareness of national Native American Heritage Month.</p>	<p>Survey</p>	<p>91.89% of survey-taking participants indicated a greater level of awareness for national Native American Heritage Month as a result of participating in OU-Tulsa's various NAHM programs.</p>	<p>Along with 91.89% of survey-taking participants indicating a greater level of awareness, 100% of participants indicated a desire for the Founders Student Center to be utilized for future culturally-specific programming.</p>	<p>With clear evidence of the success of the program and the desire of the student population to see similar events hosted in the Founders Student Center, Student Affairs will begin working with the Office of University Community to host similar programs for Black History Month and other culturally-significant events.</p>
<p>As a result of collaboration with OU-Tulsa Public Affairs, NAHM programming will receive 1000 "profile" views through the OU-Tulsa page on Facebook.</p>	<p>Document Analysis</p>	<p>The "profiles" segment reached 913 views on the OU-Tulsa Facebook page.</p>	<p>Results were shared with the Public Affairs department and members of the OU-Tulsa Diversity Coalition.</p>	<p>Though short of the overall goal, the results of this collaboration show great promise. Working more directly with Public Affairs and other departments on campus will be a necessary and critical component for maximizing the effectiveness of our future programming and our diversity impacts on and off campus.</p>

<p>Enhance campus wellness by working with OU-Tulsa administration to secure at least \$5,000 in annual Section 13 funding to begin a multi-year fitness center renovation project.</p>	<p>Purchasing Records, Self-Report</p>	<p>Student Affairs received approval from OU-Tulsa administration to spend over \$7,000 of Section 13 funds in 2015 for capital improvements to the OU-Tulsa Fitness Center, with the commitment of additional funding each successive year.</p>	<p>Based upon the feedback received during the approval process, a five-year fitness center renovation plan was developed. 2015 funds were spent on improvements including: painting of interior walls and replacement of functional trainer and lat pulldown resistance machines, treadmill TV, window blinds and wall-mounted fans.</p>	<p>Student Affairs will submit updated proposals to OU-Tulsa administration to gradually secure more funding for each year of the five-year renovation plan. The proposals will be developed using direct feedback from survey results submitted by OU-Tulsa students, faculty, and staff.</p>
<p>Increase sanctioned fitness class offerings by at least 15% by adding sanctioned fitness classes during the summer.</p>	<p>Self-Report</p>	<p>Due to summer class offerings, sanctioned fitness classes increased from 242 classes in 2014-15 to 310 classes in 2015-16, an increase of 19%.</p>	<p>The successful partnership with the Healthy Sooners program has resulted in more sanctioned fitness classes taking place on the OU-Tulsa campus than ever before. Student Affairs will evaluate the success of the additional classes through analyzation of participation numbers and survey feedback.</p>	<p>The goal of increasing fitness class offerings by at least 15% has been met by offering half of the number of fitness classes per week during the summer as is offered during the fall and spring. Summer class participation numbers and survey feedback will be analyzed to determine the plausibility of further increasing the number of classes offered during the summer in future years.</p>

SAFERIDE - STUDENT AFFAIRS

900 Asp Ave Ste. 265
 Norman, OK 73019
 Phone: (405) 325-3161
 Fax: 4053255248

http://www.ou.edu/content/studentaffairs/our_departments/saferide.html

Assessment Contact Email: kga@ou.edu

Mission Statement

The mission of the SafeRide program is to offer University of Oklahoma (OU) students, while actively enrolled with the university, safe, alternative, confidential and free transportation Thursday, Friday, and Saturday evenings.

Learning Outcome	Measurement(s)	Use of Results	Future Planning	CC	HCE	IC	ID	KA	PC
By distributing to various university and student organization events outside of normal distribution hours, more students were informed about how the voucher system worked.	Sales Records, Self-reporting	Increasing accessibility to SafeRide vouchers resulted in increased number of riders, from 36,858 (FY15) to 38,766 (FY16).	SafeRide will move into an app platform for streamlined accessibility.						X

Program Outcome	Measurement(s)	Results	Use of Results	Future Planning
SafeRide will increase ridership by 5% in FY16 through increased direct distribution.	Sales Records, Self-Reporting	Ridership increased from 36,858 (FY15) to 38501 (FY16) for a 4.45% additional rides.	By creating direct access to vouchers, students were able to get to their destination safely without having to plan to pick up vouchers during the normal distribution.	While the original goal of 5% was not met (4.45%), SafeRide will plan on implementing a software platform, such as an app, so that students will be able to access to their SafeRide immediately, without needing to pick up vouchers.

STUDENT CONDUCT

1406 Asp Avenue, Walker Center, ste 209W
Norman, Oklahoma 73019
Phone: (405) 325-1540
Fax: (405) 325-9132
<http://www.ou.edu/studentconduct/>

Assessment Contact Email: jat@ou.edu

Mission Statement

The mission of Student Conduct is to develop and enforce standards of conduct through educational experiences that foster student learning and development, while maintaining retention.

Program Highlight

Event: Alcohol eCheckup to Go Educational Sanction

Program Outcome

Ninety-five percent of students who have completed the Alcohol eCheckup are able to identify at least two ways to reduce the negative effects of alcohol consumption during the post-questionnaire. Recognizing how to reduce the negative effects of alcohol consumption will translate into a reduction of dangerous and destructive drinking behaviors by students and support a culture of harm reduction.

Summary

The Alcohol eCheckup to Go is a personalized, evidence-based, online prevention intervention. Students found responsible for a first alcohol violation are required to complete this education as part of their sanctions. Students begin the survey by answering questions about their drinking habits. Based on their responses, personalized feedback is provided to the student about their individual drinking patterns, specific and personal health consequences, personal and family risk factors, as well as campus and community support services. Students then follow up by answering questions about the information they received.

Key Points

- Out of 735 total violations during the 2015-2016 academic year, alcohol violations comprised 550 of the total cases. Only 5 students who had an alcohol charge as their first violation went on to have a second violation.

Learning Outcome	Measurement(s)	Use of Results	Future Planning	CC	HCE	IC	ID	KA	PC
After completing eCheckup to Go, 98 percent of students were able to identify two ways to lower the negative effects of alcohol consumption.	eCheckup to Go Survey	Responses to eCheckup survey questions were reviewed to determine if students were able to identify ways to lower the negative effects of alcohol consumption following the completion of the survey.	The effectiveness of this education as a sanction will continue to be monitored.					X	
As a result of the Student Conduct process, 92 percent of students better understood the implications of poor decision-making on their future success as a student.	Reflection Paper	Reflection papers were reviewed for statements indicating a student's understanding of future consequences related to their decision-making.	The effectiveness of this remedial sanction as a tool to promote critical thinking about decision-making will continue to be monitored.	X		X			

Program Outcome	Measurement(s)	Results	Use of Results	Future Planning
Ninety-five percent of students issued sanctions through the Student Conduct process will not have a second violation of the Student Code.	Maxient Reporting System	Only five percent of students issued sanctions through the conduct process had a second Student Code violation.	Student Conduct will use this data to monitor the effectiveness of our process of on recidivism rates and continue to focus on the reduction of repeat offenses.	These findings will influence the types of sanctions used by Student Conduct and the techniques used by caseworkers during meeting to positively change behavior.
Eighty-eight percent of student sanctioned with a reflection paper will report that the conduct process is fair and reasonable.	Reflection Paper	Eighty-eight percent of students sanctioned with a reflection paper reported that the process was conducted fairly.	The mission of Student Conduct is to enforce standards of conduct. It is important to the credibility of the Student Conduct Office that violations of these standards are perceived to be addressed in a fair and consistent manner.	The results of this finding will help Student Conduct attempt to change the negative perception sometimes given to the Student Conduct process in favor of a process that is viewed as a resource to students.

STUDENT LIFE

900 Asp Avenue, Suite 370
Norman, OK 73019
Phone: (405) 325-3163
Fax: (405) 325-7493
<http://www.ou.edu/studentlife.html>

Assessment Contact Email: qnguyen@ou.edu

Mission Statement

The mission of Student Life is to guide students in realizing academic, professional, and personal goals as they progress toward graduation and beyond.

Program Highlight

Event: Faculty-Mentored Research Project

Program Outcome

Through participation in a faculty-mentored research project, participants will demonstrate understanding of the academic research process.

Summary

Completing a faculty-mentored research project is one of the primary McNair program requirements. Scholars self-select research mentors based on common research interest. Research activities include conducting a literature review, developing a research question, crafting a research proposal, collecting data, writing a research thesis, and giving a presentation at a research conference. Faculty mentors determine the requirements for each research assignment, such as minimum length for the research thesis, based on normal expectations within the relevant discipline. The research projects produced by McNair scholars are generally equivalent to the honors theses required for graduation from OU with honors. Faculty mentors must approve all significant research assignments before payment of the \$2,800 McNair research stipend.

The McNair Scholars Program provides encouragement to scholars in the research process through staff support, informational seminars, and networking opportunities for peer support. We also prioritize conference travel funding in our program budget so that new scholars can attend a McNair research conference to learn from the research projects presented by scholars from across the county. The program survey for 2015-2016 revealed that conducting research, participating in conferences, and collaborating with faculty and peers are the most positive aspects of the OU McNair Scholars Program. Sample survey comment: *I have learned so much about how to set realistic research goals, research approach/methodology, and how to interact with peers and faculty.*

Key Points

- Scholars who complete a rigorous undergraduate research project under the direction of a faculty mentor are better prepared for research expectations at the graduate level than other students.
- Conducting a research project helps strengthen time management skills, builds academic self-confidence, and increases the likelihood of receiving graduate assistantships.
- Working closely with a faculty mentor develops the type of relationship necessary for the strong recommendation letters required for a successful graduate application.

Learning Outcome	Measurement(s)	Use of Results	Future Planning	CC	HCE	IC	ID	KA	PC
Through participation in the Diversity Training at Camp Crimson, students learned valuable skills that will help them in their future at OU and in the working world.	Post-camp survey	79% of respondents reported that the diversity training at camp taught them valuable skills that will help them at OU and in the working world.	This information will help inform us of the way we can develop the rest of the camp curriculum to support what students learn during the diversity training.	X	X	X	X	X	X
Through participation in scholarly activities including program seminars and conference workshops, participants will demonstrate understanding of the graduate application process.	Document analysis and survey	Donald Asher's Graduate Admissions Essays was recommended program reading. 100% of participants reported that participation in McNair contributed to their knowledge of the graduate application process and 88% demonstrated understanding by applying to graduate programs.	For 2016-2017, the Asher book is assigned reading. More focus will be placed on program recruitment to identify students with the follow-through skills necessary to apply for graduate school during their last year of baccalaureate study.	X		X	X	X	X
Chapter President End of the Year Meeting: Through serving as chapter president for their Greek organization, student leaders were able to articulate interdependence, collaboration skills, communication skills, professionalism, self-appraisal and construction of knowledge.	Exit Interview	The results allowed us to see what additional resources our chapter leaders need in order to be successful in key areas of their leadership role. Information on these resources were provided at FSSL retreat.	A guide to the advisors will be given to be able to track these core competencies during their one on one meetings with student presidents allowing them to assess this throughout the entire year and the growth in these areas.			X	X	X	X

<p>Panhellenic Formal Recruitment: During the Potential New Member (PNM) period, college students are able to partake in critical and independent decision making processes.</p>	<p>Survey sent to all potential new members at the end of the Formal Recruitment period</p>	<p>The results allowed us to see what factors influenced PNM decision making processes. The results help us to see how our staff can create a safe and healthy environment for these students to make decisions for themselves and their futures. This can help in future planning of programming for PNMs.</p>	<p>We know that women mostly used their own judgement in making their decisions during Panhellenic Formal Recruitment, but the results show us that parents still play a huge role in decision making (nearly a full 29% higher than the next highest answer - Rho Gammas). For future planning, we saw that finding ways to help chapters meet more women will help them gather more information to form more accurate decisions. This is also information the Panhellenic Association can provide.</p>			<p>X</p>	<p>X</p>		
--	---	---	--	--	--	----------	----------	--	--

Program Outcome	Measurement(s)	Results	Use of Results	Future Planning
<p>Camp Crimson will increase attendance by 100 students.</p>	<p>Registration Information</p>	<p>Camp Crimson increased attendance by 300 students.</p>	<p>With the sudden, large increase in attendance, the move to five large camps was made for the summer of 2016.</p>	<p>Discussions with campus partners (athletics, summer bridge programs) continues and with the increase in attendance continuing to grow, plans are being discussed for what the next phase of camp looks like. The 5-large-camp model should last for a few more years before we need to expand, but the discussions are starting now for what that expansion will look like.</p>
<p>The Student Life Emerging Leaders program will be made up of participants from diverse cultural communities.</p>	<p>Survey and Observation</p>	<p>The cultural demographic breakdown of the SLEL participants was as follows: American Indian – 5%, African American – 22%, Asian American – 22%, Latino – 11%, White/Caucasian – 35%, Multi-Racial – 5%</p>	<p>The students of the program provided feedback to continue to make SLEL a one of a kind experience for students of different backgrounds.</p>	<p>We will continue to diversify the populations of SLEL more with more diverse students through active recruitment events with diverse organizations on campus.</p>

<p>BSA and NPHC will increase the number of people attending Show N Tell by 15 percent over the next 3 years through various incentives and publicity.</p>	<p>Participant Attendance and Feedback</p>	<p>Show N Tell was held in a larger venue and BSA and NPHC had to turn fewer attendees away. VIP access after the event encouraged more people to attend, resulting in attendance of 700 people, which is double the usual attendance.</p>	<p>By going over feedback BSA and NPHC can create ways to continue to attract larger audiences.</p>	<p>A survey will be developed to begin to gather data about how students heard about the event, if they gained knowledge, and why they decided to come. This will give the organizations more data to use in order to increase the overall attendance.</p>
--	--	--	---	--

STUDENT MEDIA

860 Van Vleet Oval, Rm 149A
Norman, OK 73019
Phone: (405) 325-2521
Fax: (405) 325-7517
<http://studentmedia.ou.edu/>

Assessment Contact Email: nickjungman@ou.edu

Mission Statement

The mission of Student Media is twofold: To administer publications, activities, and services that strengthen the educational experience for students interested in journalism and related fields, and to enhance the sense of community and the overall quality of campus life for a diverse student body by providing an unrestricted student forum for the exchange of ideas.

Program Highlight

Program Outcome

Student Media will alter the distribution of *The Oklaboma Daily* in print to improve the percentage of copies that are picked up.

Summary

Increasingly, people are turning to digital platforms to consume news. This is especially true on college campuses, where the proportion of the audience that has smart mobile devices is approaching 100%. *The Oklaboma Daily* has seen traffic to its digital platforms soar in recent years, while interest in its print edition has stagnated. In recognition of this reality, *The Oklaboma Daily* switched from printing a newspaper five days a week in the fall to printing one twice a week in the spring. Staff's expectation was that giving a less frequent newspaper a longer shelf-life would improve the percentage of copies of each edition that are picked up on campus. This proved to be the case.

Key Points

- *The Oklaboma Daily* prints 7,000 copies of each edition and distributes these to 180 locations on campus and across Norman.
- In Fall 2015, *The Oklaboma Daily* was still producing and distributing its print edition five days a week, as it has for most of the last century.
- Student Media staff each semester choose a typical publication day (i.e., not one featuring unusually high-interest news), and visit every public distribution point at the end of the day to count the newspapers remaining.
- Our Fall 2015 survey found that only 39% of copies distributed had been picked up. (In other words, 61% of papers printed remained at the distribution point.)
- In Spring 2016, *The Oklaboma Daily* switched to producing a print edition twice a week, on Mondays and Thursdays.
- Student Media conducted its Spring 2016 survey late on a Wednesday (at the end of the life cycle of Monday's paper) and found that 47% of copies distributed had been picked up (53% of copies remaining at the distribution points).
- Pickup rates tend to be highest in locations that we presume to have a higher percentage of non-undergraduate readership. For example, Evans Hall, the Research Campus, and off-campus locations tend to have higher pickup.
- The semiweekly production schedule likely has helped to improve the pickup rate universally, but it remains relatively low. Student Media has altered its distribution patterns and will survey again in Fall 2016 to see if this results in continued improvement.

Learning Outcome	Measurement(s)	Use of Results	Future Planning	CC	HCE	IC	ID	KA	PC
Two multi-day training sessions in OU Ad Force helped participants gain facility in advertising sales and in business-to-business communication generally. Two of the sessions were judged helpful or very helpful by 88% of the staff, and the third was judged helpful or very helpful by 77% of the staff	Survey, Exit Interview	Ad Force modified its training syllabus based on student feedback.	Ad Force will utilize more outside professionals in training sessions, as students find this particularly helpful.	X		X		X	X
Three multi-day training sessions at The Oklahoma Daily helped participants gain facility in management of a multimedia news organization. Post-training assessments showed students scoring 83% correct in the fall training and 97% correct in the spring training.	Survey	Student Media modified this training syllabus based on student feedback and assessment results.	Future training sessions will increase focus on community engagement and respecting diversity, among other topics.	X	X	X	X	X	X

Program Outcome	Measurement(s)	Results	Use of Results	Future Planning
Student Media will alter the distribution of The Oklahoma Daily in print to improve the percentage of copies that are picked up.	Survey (direct count of copies left in racks at the end of the lifecycle of a typical issue)	The pickup rate of The Oklahoma Daily improved from a baseline of 39% in Fall 2015, when the paper was distributed five days a week, to 47% in Spring 2016, when it was distributed twice a week.	The results help to justify the decrease in frequency of the print edition of The Oklahoma Daily. They are also being used to further adjust the distribution pattern for The Daily. The pickup rate should still be higher.	As students increasingly rely on digitally distributed media, Student Media will continue to adjust the quantity and pattern of distribution to reflect this shift. Care must be taken to preserve the revenue that flows from print advertising.

<p>Student Media will work to improve its standing by competing in competitions against peer programs.</p>	<p>Self-report</p>	<p>The Oklahoma Daily and OUDaily.com were both national finalists for the Pacemaker award from Associated Collegiate Press. Sooner yearbook won the Pacemaker. This is our best performance in several years. OU Ad Force won six awards at the annual convention of the College Media Business and Advertising Managers, up from just two awards last year.</p>	<p>Student Media will study the winners of these award to help staff and students set goals that will help to keep them in this national-caliber peer group.</p>	<p>Student Media will continue to enter the top national media competitions to enhance its standing among peer programs and to ensure the national-caliber experience for OU students in Student Media.</p>
<p>Student Media will launch a glossy magazine as a strategy to reclaim print advertising dollars that used to flow to The Oklahoma Daily.</p>	<p>Self-report, Sales Records, Observation</p>	<p>Two issues of Crimson Quarterly magazine were produced. The combined margin was thin — about \$1,000 in the black — but advertiser feedback suggests this will grow. Reader response was very positive.</p>	<p>The experience here has set the stage for some success in Fall 2016. Advertiser feedback suggested that timing was important, and we will tweak that for upcoming issues. Many advertisers suggested that would need to see one or more copies of the magazine before they would commit, and we now have those.</p>	<p>We will continue to produce Crimson Quarterly as long as it proves to be a valuable student experience and as long as revenue grows. We will formally survey readers of the magazine to gauge its impact on the community.</p>
<p>Student Media will increase revenue generated from online advertising sales by 80 percent.</p>	<p>Sales Records</p>	<p>Through May 2016, online advertising revenue was up 92.5% vs. through May 2015.</p>	<p>The results suggest that we can continue to increase revenue derived from online advertising and should look for opportunities in this space.</p>	<p>Student Media is looking for new ways to increase online revenue and is studying price increases to take advantage of some growing demand.</p>