NORTH DAKOTA STATE UNIVERSITY-DIVISION OF STUDENT AFFAIRS
Student Learning and Development Report
2012-13 Academic Year

Today's Date: October 31, 2013
Reporting Unit: Orientation and Student Success
Person Completing Report: Laura Oster-Aaland, Ph.D.

Assessment Plan Information

Department mission: The Office of Orientation and Student Success works in collaboration with the campus community to provide programs and services aimed at enhancing retention and fostering student success. Orientation and Student Success is a department in the Division of Student Affairs.

Status of implementation of assessment plan: The department is in year 5 of a 5 year assessment plan (see Appendix A). Outcomes assessed this year are bolded in the assessment plan. Many of the assessment goals identified in the plan have been accomplished, and some areas not identified in the plan have been assessed, particularly the qualitative assessment study of the ACE program featured in this report. This year, the department will engage in a process to develop a new assessment plan for the next five years with special attention to student learning and development outcomes and retention and persistence measurements.

Programs assessed: The following Orientation and Student Success (OSS) Programs were assessed in this report: Alcohol and Other Drug Abuse Prevention (AODA), Academic Collegiate Enhancement (ACE), New Student Orientation.

Overview: All professional staff members in OSS are involved in assessment activities either at the program or operational level. Staff members involved in this report included Jackie Schluchter, Associate Director; Erika Beseler Thompson, Assistant Director, AOD Abuse Prevention; and Angela Seewald-Marquardt, Learning Services/Orientation Coordinator.

Student Learning and Development

Program/Activity assessed: AODA Prevention Programs

Student learning and development outcomes: (These objectives support the Student Affairs Learning Agenda item: Participate as committed citizens of the community.)
1.   Increase campus and community members' understanding of their role in AOD prevention.
2.   Reduce high-risk alcohol and other drug use among students.
3.   Decrease reported negative community consequences.
4.   Increase reported student knowledge of AOD policies.
5.   Increase reported student participation in prevention efforts.

Opportunities to learn: AODA Prevention Programs directly support the work of the President's Council on Alcohol and Other Drugs (PCAOD). The PCAOD has recently completed implementation of a strategic plan to address high risk alcohol and other drug use with a commitment to using evidence based strategies to achieve the outcomes identified. The activities that make up the plan include work in four major environmental areas: policy and law, individual, education, and community. Examples of activities include, review and updating of alcohol related policies, consistent enforcement of policy, education of students

and parents about campus policies, on-line alcohol education with all first-year students, implementation of evidence based program in the Counseling Center to intervene with individuals who have violated policy, screening for high risk alcohol and other drug use in the Counseling Center and Student Health Service, educating students about employers' reactions to drug and alcohol violations in the hiring process, LIVE REAL Mentor program – a widespread educational series to provide the campus with baseline alcohol and other drug information, a biennial town hall meeting with community members to inform them and ask for their assistance in AODA programs, and a social media campaign, "Before One More". Due to the environmental philosophy of prevention that underscores the strategic plan, it is not possible to directly tie specific outcomes to specific activities. Rather, outcomes are long-term in nature and will be tracked over time – the logic model undergirding the plan assumes the outcomes will be realized as the result of the comprehensive nature of the plan and its inclusion of all aspects of the college environment (policy, individual, education, and community).

Summary of assessment process: Two primary methods were used to assess the overall outcomes for AODA Prevention Programs: The CORE Alcohol and Other Drug Survey (quantitative, anonymous, self-report survey) and the NDSU High Risk Drinking Climate Study (qualitative, multi-method study). The 2012 CORE Alcohol and Other Drug survey is a standardized instrument of the CORE Institute of Southern Illinois University administered every two years to a representative sample of NDSU students in classrooms. The Fall 2013 survey is the seventh iteration of the survey at NDSU allowing us to report trend data. The NDSU High Risk Drinking Climate Study was conducted in Fall 2012 and involved extensive qualitative (focus groups, interviews, environmental scan) and quantitative data gathering.

Summary of assessment evidence:
Outcome 1: Findings of the NDSU High Risk Drinking Climate Study indicated that prevention activities are well supported by institutional decision makers and stakeholders. The NDSU administration and staff in the campus community are extremely supportive and positive toward prevention efforts, and the prevention program office receives support from the upper administration and across campus. The PCAOD is a coordinated group of stakeholders who cooperate to provide a multifaceted approach to prevention efforts at NDSU. Many faculty and staff have been trained through the LIVE REAL Mentor program across campus, attesting to wider efforts and support in the campus community.

Outcome 2: Results from the CORE Alcohol and Other Drug Survey indicate alcohol use has declined slightly since 2005; Past 30-day alcohol use decreased from 77.8% in 2005 to 74.9% in 2012 and Binge Drinking decreased from 55.8% in 2005 to 52.9% in 2012. Past 30-day marijuana use remained constant from 9.3% in 2005 to 9.5% in 2012. Use of all other drugs, such as cocaine and amphetamines, has decreased since 2006 (first year other drug use was measured).

Outcome 3: The CORE Alcohol and Other Drug Survey showed 16 of 19 negative consequences have decreased since 2005; most notably, the percentage of students that reported driving a car while under the influence has decreased from 45.8% in 2005 to 24.1% in 2012, students that reported getting into an argument or fight decreased from 35.4% in 2005 to 29.1% in 2012, and students that reported getting in trouble decreased from 17.8% in 2005 to 11.7% in 2012.

Outcome 4: Student awareness of campus policies regarding alcohol and drugs has been consistently high, with 97.5% of NDSU students reporting familiarity in 2012 (compared to 98.6% in 2010 and 96.9% in 2008). Nationally, in 2010, 89.2% of students reported familiarity with campus AOD policies.

Outcome 5: Efforts to communicate the work of the council have resulted in increased awareness of prevention work, with 65% of NDSU students indicating they have knowledge of prevention programs in

2012 (an increase from 41% in 2010), and 10% of NDSU students indicating they are actively involved in efforts to prevent AOD use on campus (up from 6.8% in 2008 and 9.2% in 2010).

Use of assessment evidence: Results from both major studies were widely shared with campus community members in general form and data was further summarized by numerous variables including academic college, international vs. domestic, student athlete status, gender, on-campus/off-campus, etc. Results were shared with stakeholders interested in those groups including academic deans, department chairs, athletic department staff, residence life staff, and international programs staff. Several specific actions have been implemented based on the results, including specific outreach to academic advisors and faculty members through a pedagogical luncheon and targeted emails and encouragement to attend the LIVE REAL Mentor series. In addition, a comprehensive educational intervention sequence has been implemented with NCAA student athletes and a new program for intramural athletes. The new PCAOD strategic plan has identified goals and activities directly related to the data. In addition to the overall assessment/trend data reported here, each individual education program has learning outcomes and assessments to ensure programs at the micro-level are achieving desired outcomes.

Program/Activity Assessed: New Student Orientation

Student learning and development outcomes: (These objectives indirectly support the Student Affairs Learning Agenda items: function collaboratively and participate as committed members of the community.)
1. Students will be satisfied with their orientation experience.
2. Students will be aware of academic support services on campus.
3. Students will feel comfortable with the student's decision to attend NDSU.
4. Students will become familiar with NDSU resources.
5. Students will become aware of methods to become socially integrated at NDSU.

Opportunities to learn: New student orientation consists of a full day of activities designed to acquaint students with campus and its resources and provide them with opportunities to interact with current students in order to learn what to expect academically and socially. In addition to activities such as informational sessions, small group interaction time, and resource fairs, students are introduced to an academic advisor and complete registration for fall courses. Emphasis is given to helping students get to know other students and understand their role in the larger community of NDSU.

Summary of assessment process: A link to an online survey was emailed to students at the close of each orientation day with a reminder sent to non-completers the week following. A total of 2,525 student emails were sent and 534 completed the survey, resulting in a 21% completion rate. Qualitative analysis was conducted on open ended questions with responses coded into major themes.

Summary of assessment evidence:
A summary of quantitative findings as they relate to the student learning outcomes is provided in the following table. Parent learning outcomes were measured but not included in the report this year due to lack of space and little change from previous years.

Qualitative data (see appendix B) show a high level of appreciation for the student orientation leaders (COAR Team), seeing their residence hall room, registration, advising, and the skits performed by the COAR Team which focus on student life and academic concerns. For the most part, parents are in agreement with students with the exception that parents found the finances information to be helpful. In terms of

suggestions, parents and students agree the day should be shorter, advising/registration should be improved, and more information is needed about finances. Parents also expressed the day was repetitive.

		2011	2012	2013
Outcome 1	Overall rating of the orientation program as excellent	36%	41%	41%
	Overall rating of the orientation program as good	50%	46%	45%
	Felt program was too long	46%	50%	44%
	Students felt orientation was a good use of their time (strongly agreed or moderately agreed)	NA	87%	93%
	Students strongly agreed or moderately agreed to the following:			
Outcome 2	Orientation helped students know what to expect academically	83%	85%	92%
	Students learned about various resources on campus that could help if they are having academic concerns	91%	95%	94%
Outcome 3	Students felt comfortable attending NDSU	NA	91%	96%
Outcome 4	Students learned about various resources on campus that could help if they are having problems adjusting	84%	79%	88%
Outcome 5	Orientation helped students know what to expect socially	91%	88%	96%

Use of assessment evidence: Overall, students are expressing fairly high levels of satisfaction with the orientation program (over 80% when good and excellent categories are combined). Close to half of students report feeling the program was too long, yet close to 90% or above feel it was a good use of their time. While efforts are consistently made to streamline the program and ensure the content is engaging, it may not be possible to shorten the program further and still achieve the desired learning outcomes. Other learning outcomes appear to be achieved based on student self-report data.

Quantitative and qualitative data is regularly shared with an orientation committee consisting of academic representatives from each academic college as well as staff from student service offices. Feedback is sought on ways to improve satisfaction while still achieving learning outcomes. In the past, many changes have been incorporated into the program based on student and family member evaluations. In particular, to address the concern of parents about the program being "repetitive" the various orientation presenters were asked to summarize their presentations and share them for posting on the orientation website in order that presenters could be informed on the information of others and make an effort to avoid duplication. This resulted in fewer complaints of repetition in subsequent years. Related to the desire to have more financial information, parents and students are encouraged to consult individually with Bison Connection staff at some point during the orientation program.

Retention and Persistence

Programming: ACE is a free academic support program which offers group tutoring and quiet study space for undergraduate NDSU students to help them achieve their academic goals. Tutors are undergraduate students who must have achieved an A or B in any class they tutor, a cumulative GPA of at least 3.0, and a positive recommendation from a faculty member. ACE tutors are trained in effective tutoring strategies, and, in addition to tutoring in specific courses, can offer tips on studying for an exam, strategies for taking notes, and other general academic good practices. ACE is well-used by students as evidenced by the growth in use of the service from just over 10,000 visits in 2004-05 to over 45,000 visits in 2012-13 (not unique students). Similarly, the number of tutoring contacts has grown from 2,295 in 2004-05 to 14,462 in 2012-13.

Summary of retention study: A qualitative study was designed to examine the role of ACE in the persistence of students. Because ACE is primarily focused on serving students in their first and second years at NDSU, the study examined students with Junior standing, who were enrolled in the spring of 2013, and had utilized ACE at least once during their Sophomore year. A focus group was conducted with questions revolving around reasons students used ACE and the impact they felt ACE had on their experience as a student. Utilizing grounded theory, the transcript was coded and themes were identified. To further narrow the thematic evidence, another round of coding was done providing the final themes that are evidenced within the report.

Evidence of supporting retention and persistence: While it is not possible to draw a causal relationship of the role of ACE in participants' retention from sophomore to junior year, results do indicate ACE played a role in achievement of learning as well as increasing confidence in learning. Specific findings include:

- Students' responses indicated that their ACE experiences led to achievement of the five student learning objectives previously identified for ACE: learn how to solve complex problems; improve academic skills and strategies; learn how to learn collaboratively; become self-confident and self-sufficient with the learning process; and make meaning from learning.
- Students identified that the social/learning collaboration at ACE is impactful.
- Students identified that utilizing ACE helped them manage their emotions, especially in terms of self-confidence and stress reduction.
- Students identified that ACE helped them focus on academics and improved homework completion.
- Students identified that utilizing ACE helped them improve their grades.

Use of results: Students' recommendations included that ACE provide online resources such as online tutoring and that tutor tables are labeled by subjects. These two recommendations have already been implemented. The finding related to "helping students manage their emotions" was not expected and will be incorporated in publicity conducted for ACE as well as in tutor training.

Overall Summary

Insights gained as a result of these assessment activities: Orientation and Student Success staff members continue to be interested in assessing programs for both learning outcomes and operational effectiveness. Though operational goals were not reported on in this document, attendance and satisfaction data is regularly tracked for most programs. The office is truly in a perpetual improvement process reacting to data in real time. It is clear that the departmental assessment plan is in need of updating and that remains a goal for this year. A point for consideration in this update will be whether or not to separate the operational from the assessment goals as well as whether to continue to annually assess all programs.

Assessment Planning Worksheet
Fall 2009 (revised Fall 2011)

Goal Statement *We will…*	Time Frame *1 year, 2-5 years, more than 5 years*	Leadership *Leadership for this goal should be provided by…*	Actions *Steps we will take to reach the goal…*	Outcome *How will we know we are successful?*	Assessment *How will we measure the outcome?*
Maintain sound fiscal management practices and manage resources responsibly.					
Maintain learning environment amidst continued growth	ongoing	Angela and Kelli	Review processes to determine if student needs are being met.	Students will report high satisfaction with ACE service Students will demonstrate learning based on ACE learning outcomes.	Minimal complaints Attendance consistent w/ previous year Satisfaction surveys ACE learning outcome survey
Secure on-going funding for AOD prevention efforts	3 years	Erika & Laura	Continue to advocate for continuous internal funding Continue exploring external funding opportunities for AOD programs	Long term internal funding will be secured External funding will be secured	Amount of money received
Secure funding for ACE program growth	3-5 years	Kelli, Laura & Angela	Explore external funding for ACE equipment needs (treadmill, recumbent bike) Continue to advocate for continuous internal funding Hire additional tutors meet student needs Do research to determine an	Funding will be secured for ACE equipment Long term internal funding will be secured Students will report short wait times Tutors will be paid at	Equipment needs will be met Tutors will receive equitable pay Tutors/student ratio will be reached Short wait times will be reported

			appropriate tutor/student ratio Increase tutor wages to be competitive with other campus tutoring services	a rate that is equitable with other campus tutoring services	
Increase permanent baseline budget for office	More than 5 years	Laura	Re-evaluate New Student fee levels and project when future increase will be needed Explore other sources of permanent funding	Funding will be secured	Amount of money received.
Establish clear and consistent fiscal record keeping processes	Ongoing	Nancy, Laura, Jackie & Kelli	Determine areas that need documentation (travel, incentives, gifts) Document process and distribute to all employees	Records will be consistent, accessible and accurate	Examine staff travel records Ask staff members if they understand spending/travel rules.

Goal Statement *We will…*	Time Frame *1 year, 2-5 years, more than 5 years*	Leadership *Leadership for this goal should be provided by…*	Actions *Steps we will take to reach the goal…*	Outcome *How will we know we are successful?*	Assessment *How will we measure the outcome?*
Support students and parents in achieving a seamless transition into the university					
Help parents and family members understand their role in AOD prevention.	On-going	Erika & Laura	Implement e-CHUG for all first year students and notify parents Help parents/family members facilitate conversations with their students about AOD use (video at parent orientation)	Over 50% of first year students will have completed e-CHUG Family members will report a willingness to engage their student in a conversation about AOD use Findings from parental notification survey will be analyzed	Determine how may first year students are completing e-CHUG Evaluate parent response to parent video
Support new student and parent transitions through new students orientation planning and execution	On-going	Jackie, Angela	Plan and execute orientation program each semester Incorporate student, parent and stakeholder feedback into continuous planning	**Students and parents will be satisfied with their orientation experience** **Students and parents will be aware of academic support services on campus** **Students and parents will feel comfortable with the student's decision to attend NDSU** **Student and parents**	Parent and student orientation survey Retention from orientation to first-day enrollment

				will become familiar with NDSU resources	
Offer programming to ease new student transitions through the first week of fall semester	On-going	Jackie & Angela	Plan and execute Welcome Week each Fall semester	New students will report excitement about attending NDSU New students will report low anxiety about being at NDSU New students will be familiar with campus environment, facilities and involvement opportunities Students will have developed friendships with each other	Conduct welcome week survey of first-year students
Provide programming and resources for family members	On-going	Nancy, Jackie, Laura	Provide family resources, such as Bison Bridges, Family Calendar Provide a way for parents to communicate with NDSU (i.e. family programs email account) Plan and execute Family Weekend	Parents and family members will display affinity for NDSU Family members will report a comfort level with their student attending NDSU	Family weekend satisfaction survey

Goal Statement *We will…*	Time Frame *1 year, 2-5 years, more than 5 years*	Leadership *Leadership for this goal should be provided by…*	Actions *Steps we will take to reach the goal…*	Outcome *How will we know we are successful?*	Assessment *How will we measure the outcome?*
Use technology innovatively					
Use website to create and maintain online parent resources	ongoing	Nancy	Use Typo3 to update current site	Website is functional Parents will know where to find information about NDSU resources	The Family Weekend survey will be distributed and a question added regarding parents ability to access what they need on the NDSU website
Enhance the resources provided on the AOD website	ongoing	Erika	Consider adding a section which summarizes the NDSU research that has been conducted	Research component will be added	NA
Seek resources to obtain new technology for ACE computer cluster	ongoing	Kelli, Angela, Laura	Renew tech fee proposal Stay current with technology needs and the way technology impacts communication (i.e. students using texting and skype to communicate)	Technology will be updated and utilized as needed.	Receive appropriate funding Implement new technology Request from ITS the usage report. for the ACE computer cluster
Create high-end, video-based online orientation	2-5 years	Jackie & Angela	Explore options such as Bison Information Network (BIN) to improve the quality of on-line orientation.	Students using on-line orientation will be satisfied	Online orientation survey

				Students will be aware of academic support services on campus Students will feel comfortable with the student's decision to attend NDSU Student and parents will become familiar with NDSU resources	

Goal Statement We will…	Time Frame 1 year, 2-5 years, more than 5 years	Leadership Leadership for this goal should be provided by…	Actions Steps we will take to reach the goal…	Outcome How will we know we are successful?	Assessment How will we measure the outcome?
Foster relationships with campus entities and constituents.					
Work collaboratively with other academic support services on campus to devise ways to provide optimal academic services for students	2-5 years	Kelli & Angela	Maintain consistent communication between academic support services Continue to be actively involved in "Advocates for Success" group Work on defining the relationship with Mathematics more clearly Reach out to academic and student affairs departments to educate them about the ACE program	Increase ease of use of academic services for students Maximize currently available resources	Survey students on campus to determine their knowledge of academic services, ease of use (already exists in orientation survey) Assess usage of academic support services possibly through Advocates for Success
Increase campus and community members' understanding of their role in AOD prevention	Ongoing	Erika & Laura	Continue to create awareness of the PCAOD strategic plan Continue involvement with the Safe Communities Coalition , the NDHECSAP Do outreach to alumni, community members, and law enforcement agencies	Increase faculty and staff members' knowledge on where to refer students or colleagues with AOD problems Increase percentage of faculty/staff who wish to be involved with AOD prevention efforts	Faculty/Staff Core survey Focus groups with alumni board of directors, and community stakeholders through the town hall meeting format

|				Increase community members' understanding of their role in AOD prevention	
Implement pre and post- event meetings with campus constituents	Annual	Jackie, Nancy & other staff members	Schedule meetings for orientation, welcome week, opening day, family weekend, etc.	Campus departments will participate actively in OSS events.	Assess attendance at pre-and post-event meetings
Communicate consistently and clearly with advisors, coaches, professors and student affairs staff as needed throughout the year regarding athletic academics	On-going	Kelli & Jessie & Angela	Send weekly emails to coaches Hold annual meeting with advisors Hold annual meeting with Deans Hold annual meeting with enrollment management units Contact instructors when need arises	Advisors, coaches, instructors, and enrollment management staff will report satisfaction with the level of communication regarding athletic academics	Survey coaches, advisors, instructors and enrollment management staff every other year to determine their level of satisfaction with the communication they receive regarding athletic academics

Goal Statement *We will…*	Time Frame *1 year, 2-5 years, more than 5 years*	Leadership *Leadership for this goal should be provided by…*	Actions *Steps we will take to reach the goal…*	Outcome *How will we know we are successful?*	Assessment *How will we measure the outcome?*
Assist students in achieving success.					
Support students in meeting ACE learning outcomes	On-going	Angela, Kelli, ACE Staff	Train staff in understanding and working toward meeting student learning outcomes Explore new methods to measure learning outcomes	Students will be able to solve complex problems Students will master subject material Students will understand their personal learning style Students will be able to make meaning from learning Students will develop a positive attitude about using academic support services Students will be comfortable/confident with their personal abilities in the learning process Students will be excited about learning opportunities and the value of learning	Survey students regarding learning objectives Track usage of learning style assessment inventory & follow-up

Teach EDUC 123 courses (transfer & freshmen)	On-going	Kelli, Jessie, Graduate Assistants	Provide instruction, facilitate discussion & reflection	Students will gain awareness of personal study challenges & opportunities Students will be able to identify & apply personalized study strategies Students will begin to explore their career goals and interests	Student weekly assignment grades Final reflection Course grades
Meet with high-risk student-athletes to assist them in achieving academic success	On-going	OSS Staff	Identify high-risk student athletes Meet weekly with high-risk athletes Assist student athletes in identifying ways to enhance their academic success	Student retention, GPA and graduation Maintain NCAA eligibility Number of semesters on the hot list	NCAA Academic Progress Rate (GPA, Retention, Graduation) Number of students on the hot list Number of semesters each student remains on the hot list
Develop student-athlete learning outcomes	2-5 years	Kelli & Athletic-academic staff	Involve stakeholders in discussions of learning outcomes Conduct exit interviews with student athletes	TBD	Outcomes and assessment plan will be developed
Reduce high-risk alcohol and other drug use and related consequences among students	On-going	Erika & Laura	Review and revise Strategic Plan to Address High Risk Alcohol and Other Drug Use	**Reduce the percentage of NDSU students who engage in high-risk drinking**	CORE Survey Environmental scan (violations/recidivism/B

				for future implementation	from 51.0 percent to 48.5 percent	ASICS/E-chug)
				Support President's Council on Alcohol and Other Drugs in implementing goals and objectives of current strategic plan	**Increase the percentage of NDSU students who abstained from alcohol in the past 30 days from 25.8 percent to 27.1 percent**	
					Reduce the average number of drinks per week from 5.37 to 5.1	
					Reduce the percentage of NDSU students who consumed alcohol in the past 30 days from 63.2 percent to 60 percent	
					Reduce the percentage of students who report missing class due to alcohol and other drug use from 33.8 percent to 32.1 percent	
					Reduce percentage of students who report	

				performing poorly on a test or important project because of alcohol AOD use from 24.2 percent to 23 percent **Reduce the percentage of students who used marijuana in the past 30 days from 7.5 percent to 7.1 percent**	
Hire and train students to become effective leaders	2-5 years	All OSS Staff	Hire and train student staff for COAR, Kick Off Leaders, student community organizers, and ACE staff Develop learning outcomes for all student staff Develop an assessment tool to measure learning outcomes for all student staff	TBD	ACE staff evaluations COAR evaluations KOL survey SCO evaluations

Most Helpful Aspects
of times in top 5 (2009 − 2013)
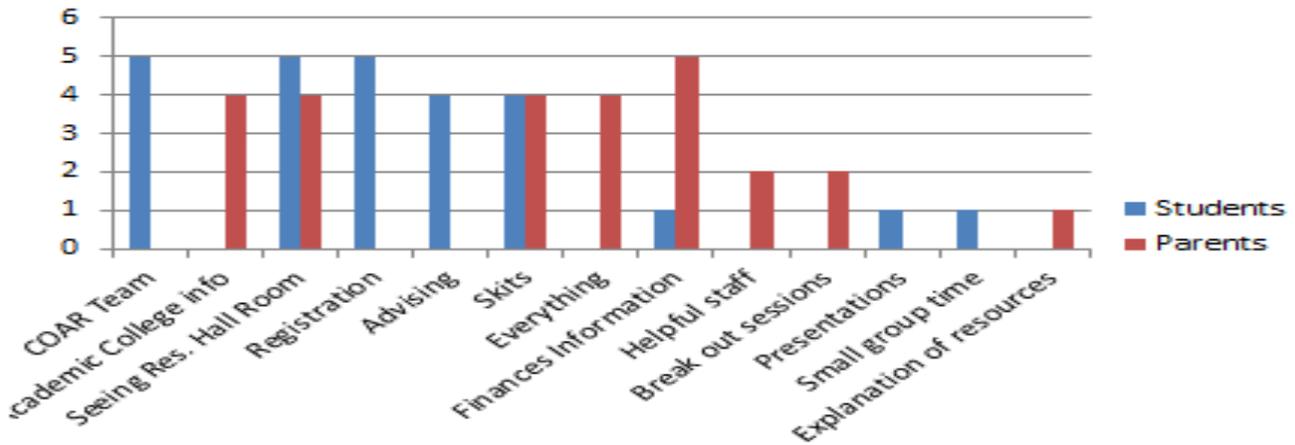
Suggestions
of times in top 5 (2009 − 2013)