

## Student Involvement & Belonging Assessment Plan

### I. Department Summary and History

#### A. Mission Statement

Student Involvement & Belonging promotes the holistic growth and development of Oregon Tech students through involvement and support. We create a community where all feel a sense of belonging.

The Student Involvement & Belonging department lies within the [Division of Student Affairs](#). As the Student Affairs mission, values, and goals purposefully align with the University's Strategic Plan and objectives (noted in brackets), we align ourselves with the division-wide plan and the university.

#### B. Student Affairs Division Mission Statement

The Student Affairs Division affirms the University's mission through opportunities for access, holistic development, and success. Student Affairs departments collaborate with students, faculty, staff, and external communities to support students

productive environments that improve student success and performance.

The Student Affairs mission, values, and goals purposefully align with the University's Strategic Plan and objectives (noted in brackets).



Goal 4: Assess and advocate for adequate physical space, facilities and equipment that ensure safe and productive environments that improve student success and performance.

- 4a. Environmental impact: Assess and document physical space needs to determine how to effectively and efficiently serve Klamath Falls and Portland Metro students. [USP 1.4, 4.2]  
SIB Leadership, Diversity & Belonging, Resources, International Student Services, Veteran Student Services
  
- 4b. Equipment: Make allocation decisions that align with strategic priorities. [USP 10.2, 10.3]  
SIB All Areas

#### E. Department Summary and History

The summer of 2020, department of Student Involvement & Belonging (SIB) formed to unite the functional areas of Campus Life in Klamath Falls and Portland-Metro, remerge Diversity & Belonging with SIB, and expand engagement opportunities to students at all Oregon Tech locations, remotely.

In the past, the campuses worked as partners, but student activities and organizations worked in isolation from each other. Incidental fees are collected for each campus (only for the KF and PM campuses)





- a. Communications: SIB staff manages department communications and marketing to maximize opportunities for student engagement. This includes internal communications and external communications through a variety of platforms (text and graphic marketing






5. Student awareness of SIB functional areas
2. Diversity & Belonging
  - i. NSSE data
  - ii. CECE data
  - iii. Training/ workshop
    1. Number of events offered
    2. Participation numbers and data (who attends/ who doesn't)
    3. Evaluations and feedback
  - iv. EverFi<sup>3</sup>
    1. Student completion rate
    2. EverFi completion surveys
3. Events & Programming
  - i. Frequency of engagement opportunities
    1. Wellness wheel – identify holistic opportunities
    2. # of events
      - a. SIB led
      - b. RSO led
      - c. SIB sponsored
    3. Event attendance
    4. Student feedback from events
  - ii. CAS standards- look into programming purposes / purpose of opportunities
4. International Student Services
  - i. NSSE data
  - ii. CECE data
  - iii. Number of F1 students
  - iv. Number of advising appointments
  - v. Number of events
  - vi. Event participation
  - vii. End of year survey results
5. Leadership
  - i. NSSE data
  - ii. CECE data
  - iii. Number of leaders participating
  - iv. RSO leader completion rate of required trainings
  - v. [NACA Next<sup>4</sup>](#) experience for all student employees in leadership positions
    1. Pre-test and planning meeting
    2. Holistic advising model for advisors and student leaders
    3. Post-test and evaluation meeting

<sup>3</sup> EVERFI is an online training platform for diversity, equity, inclusion, and other topics.

<sup>4</sup> "NACA® NEXT is a new tool designed to help your students as they prepare for their next step after graduation – their careers. It has been developed in response to a survey published annually by the National Association for Colleges and Employers (NACE) in which employers identify the skills they are seeking from recent college graduates.

This tool allows students to evaluate themselves on the skills employers seek, and it provides them with suggestions for mastering these skills through their involvement in campus activities.

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6. Resources for Students
    - i. Effectiveness of resources
      1. Usage data
      2. Food insecurity/ financial need data
      3. Budget management
    - ii. Financial
      - 1.



1. Diversity & Belonging – 2 trainings/ workshops
2. International Student Services – satisfaction surveys
3. Supporting New Students – Orientation Online ready for incoming class
4. Veteran Student Services – satisfaction surveys

## V. Summary of Assessment Activities

### A. SIB Overall

- a. Communications –
- b. Diversity & Belonging –
- c. Events & Programming –
- d. International Student Services –
- e. Leadership –
- f. Resources for Students –
- g. Service –
- h. Supporting New Students –
- i. Veteran Student Services –

## VI. Action Plan

### A. SIB Overall

- a. Communications –
- b. Diversity & Belonging –
- c. Events & Programming –
- d. International Student Services –
- e. Leadership –
- f. Resources for Students –
- g. Service –
- h. Supporting New Students –
- i. Veteran Student Services –

## VII. Addressing Equity Gaps

### A. SIB Overall

- a. Communications –
- b. Diversity & Belonging –
- c. Events & Programming –
- d. International Student Services –
- e. Leadership –
- f. Resources for Students –
- g. Service –
- h. Supporting New Students –
- i. Veteran Student Services –



VIII. Appendix

- A. SIB Assessment Map and Timeline
  - B. SIB Functional Areas Mapped to CECE
  - C. SIB Functional Areas Mapped to NSSE
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RESEARCH/ PREP DOCUMENTS

NWCCU Standards

2.G.1 Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

2.I.1 Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution’s mission, academic programs, and services.

From SA Retreat

- A. Prepare a list of who are our peers that we are comparing ourselves with in Student Affairs and Finance and Administration, if any. If none, how do we determine the peers? [Is there interest to use NWCCU (JA's) peer selection process information for the first attempt at peer selection?]
- B. Document how our performance compares with those peers?
- C. Prepare a list of processes/committees from which we collect constituents' input
- D. Categorize by division, e.g., AA, SA, F&A, scope of responsibilities and planning processes.
- E. List processes we have to collect constituents' input outside the university. (e.g., employers, parents, community, etc.)
- F. Document how the input is used to allocate resources.
- G. Document how regularly we seek input from students, staff, and faculty for planning.
- H. Strategic planning is one important step, but document what other processes we have in each division.
- I. Document how and how often we seek program advisory boards' input.
- J. Document how we incorporate those in planning processes.
- K. Document how we use Career Services staff and events to seek input from employers about graduates and programs.
- L. Document how we use external input to inform our planning and program development.

Data Point (Variable)	Measure(s)	Data Source(s)	Potential Goal(s)
Engagement	Participation in Campus Life events	<ul style="list-style-type: none"> <li>&lt; Event Sign-in</li> <li>&lt; Division-wide Database</li> </ul>	<ul style="list-style-type: none"> <li>&lt; Impact student retention, Academic Status</li> </ul>
Student Leadership	Being Officer, VOWLS, or Program Staff	<ul style="list-style-type: none"> <li>&lt; Staff Rosters</li> <li>&lt; Division-wide Database</li> </ul>	<ul style="list-style-type: none"> <li>&lt; Impact student retention, Academic Status</li> </ul>
New Student Orientation	First-time Freshmen participation in NSO	<ul style="list-style-type: none"> <li>&lt; NSO Registration &amp; event sign-in</li> <li>&lt; Division-wide Database</li> </ul>	<ul style="list-style-type: none"> <li>&lt; Impact student retention, Academic Status</li> </ul>
Targeted Marketing	Efforts to reach sub-populations	Division-wide Database	<ul style="list-style-type: none"> <li>&lt; Potential</li> </ul>