Assessment Plan 2020-2025

Oregon Tech Student Affairs

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' persistence to graduation and professional success beyond graduation.

Strategic Goals

In pursuit of our mission and core values, we have established four key strategic goals to focus our priorities. These goals will positively impact the University's overarching goal of increasing retention and graduation rates. Therefore, the Division of Student Affairs will:

1. Provide and promote an exceptional experience for every student from their initial contact through graduation and then as an alum.
2. Serve as a model of diversity, equity, inclusion, and collaboration in everything we do as a division and as departments.
3. Prioritize effectiveness and efficiency.
4. Assess and advocate for adequate physical space, facilities and equipment that ensure safe and productive environments that improve student success and performance.

Department Mission Statement

The Office of Housing and Residence Life strives to build an on-campus community that promotes academic success and fosters personal growth of Oregon Tech students. The Residence Life program is designed to augment the formal experience of the classroom and laboratory, while providing opportunities for residents to meet others from diverse backgrounds and cultures, and to develop a sense of community within the Residence Halls.

Goal 1: Provide reasonably priced living environments that are clean, attractive, well maintained, comfortable and safe.

Department Goal #1	Oregon Tech Strategic Plan	S.A. Strategic Plan	Timeline	Action Plan	Outcome Measure	Result	New Objective
1.1 Conduct price comparisons of local housing options and comparable Oregon institutions of higher education to monitor place in the market to provide reasonably priced	Pillar 1 1.3, 3.2 Goal 3 objective 3.2 Pillar 4 9.1, 9.3	1, 2, 3	Each term	1. Review off campus housing options using local newspaper and other online resources to assess cost, and amenities offered Review data comparing current housing rates to	Measure outcome by setting housing rates each fall term that are comparable to off campus and other instate institution housing costs. Review daily contract count and work to increase annually	Increased number of on-campus residents each fall term. for the past 4 years (fall 2019-2022). HRL retention numbers between terms for 2020-2021 increased with a 9.2% loss	These objectives will continue each year as designed to help us be competitive and viable for students to consider living on campus. Need to do "ads" in the Empty Nest not just offer a Housing update each term

on campus housing accommodations for Oregon Tech students.				ensure Oregon Tech on campus housing rates are competitive with off campus options. Check out comparative on campus options at other Oregon schools to document where Oregon Tech Housing rates compare. Quarterly marketing campaign highlighting advantage of living on campus through family newsletter (Empty Nest with Student Affairs) and with current residents as we market living on campus each winter and spring term.	the number of student living on campus.	from fall to winter, then down to an 8% loss from winter to spring. 21/22 saw only 5% loss from fall to winter, and 8% from winter to spring. The winter to spring retention is influenced with winter graduation (dental hygiene) and students leaving campus for MECOP internships.	but to talk about our occupancy numbers as well as the gpa average of students living on campus .
1.2 Develop and act on short/long term plans for facility maintenance and upgrades.	Pillar 1 1.4 Pillar 2 4.2 Pillar 3 6.1	1, 3, 4	Daily/weekly/quarterly	Host weekly meetings with Campus Facilities and Housing staff to stay current on projects and collaborate with Campus Facilities to help HRL reach facilities related goals. Plan for break and summer projects based on assessment of needs and prioritization of areas to address (life safety first priority, student needs	Residents' response to satisfaction around facilities areas on Environmental Survey (4-5 on a 5-point scale). On-going maintenance list maintained by Director/Trades Maintenance Coordinator shrinks, and projects that are older than 6 months completed. maintenance list actively worked to address	Fall 2022 survey continues to show some need for additional support for facilities needs addressed quickly. Hiring an additional Maintenance 1 worker anticipated to increase custodial and maintenance satisfaction. New survey fall term 2021. Results were positive for facilities related satisfaction- even as we remained open and	Goals will continue, HRL wants to offer a high quality and safe space for on-campus residents.

		second priority, aesthetics third priority). Project prioritization is also based on work order trends and the ongoing maintenance list managed by the Director and Trades Maintenance Coordinator. Track work order trends (internal HRL work orders as well as Facilities and ITS assigned work orders) Review staffing needs quarterly to supplement full time as needed with student employees. Walk every community weekly to assess level of cleanliness and identify maintenance needs (Director/Assistant Director, and Trades Maintenance Coordinator) Discuss needs of each community at weekly staff meeting. Document who is responsible to complete work and follow up with a work order for full	larger (building needs) facilities issues within a 6-month window. Work orders pending in system are 10 or less and only those that are large-scale project needs to address Address safety/facilities issues from Exit Survey within 5 days of minor issues, and 6 months for larger scale concerns (not accounting for items requested that are not feasible i.e. ac in the Res Hall)	at nearly full occupancy for the 2020-2021 academic year. For the 2020-2021 academic year, work orders addressed and closed in a timely manner. There are still larger project-based needs with open work orders in the system. All issues shared on exit surveys addressed.	

				documentation of issue and how issue was addressed. Gather thoughts from residents as they leave on Exit Survey to gather data on safety, facilities thoughts			
1.3 Provide adequate number of trained staff (student and professional) to clean and sanitize all residential facilities.	Pillar 1.4 Pillar 2 4.2 Pillar 3 6.1, 6.2, 6.3, 6.4	1, 2, 3	Daily Quarterly Annually	Assess the need for student staff to compliment the full-time team each term. Hire and train a minimum of 5 student staff members during the academic year and 10 student staff members in the summer to accomplish the daily, weekly and term tasks to keep all residential facilities clean and sanitized. Host staff meeting every morning to plan for each workday to ensure completion of all daily tasks. Provide ongoing training internally and with campus partners for all full time and student staff. Talk weekly with custodial supply vendor to stay up to date on new practices and	Track days without an accident and share with team weekly. Accidents/on the job injuries reported immediately to direct supervisor. Student staff members come back to the team if they are eligible (longevity of student workers on the team through their tenure at Oregon Tech). Certificates of completion for each staff member for participation in all provided trainings each year Weekly meeting with custodial vendor to assess current and future needs. Residents' satisfaction with facility cleanliness meets or exceeds expectations (4 or	Safety incentive and training programs continue into 22/23. Custodial satisfaction on survey results remains strong. Implemented a safety incentive program paired with safety training sessions summer 2021. Environmental survey results from fall 2020 share student are happy with the level of cleaning.	Will continue safety incentive program and increase the goal of the number of days HRL staff can go without an injury. Will continue to hire and train student staff to supplement custodial work in housing facilities. Weekly custodial meetings will continue to support the team.

				products to help full-time and student team work effectively and efficiently. Discuss current practices and proposed new practices at weekly full-time staff team meeting. Attend vendor hosted trainings and product reviews when offered to ensure al staff are knowledgeable and trained on current practices, equipment, and supplies. All full-time staff participate in annual Safety Break for Oregon Training.	higher on a 5-point scale) on Quality-of-Life Survey. Annual evaluation of all full-time employees. Review goals from previous evaluation with discussion on how they goals were met. New goals. for the upcoming year are set. Goals evaluated in conjunction with the Quality of Life Survey in their assigned community. All full-time staff member of the facilities and custodial team participate ongoing (at least quarterly) training on safety practices and cleaning procedures.	Annual evaluations continue with personal goals for each staff member. Reactions are positive and help motivate each staff member. 22/23 each staff member also meeting bi-weekly with Director for additional training and discussion on their role and needs.
1.4 Train and support student and full-time staff to always be aware of safety issues and address any issues immediately by following established HRL protocols.	Pillar 1 2.2, 2.3	1, 2, 3, 4	Every day	Provide all student staff (full-time and student team members) training to ensure all HRL staff understand their role with safety. Ensure all HRL staff members are prepared to respond to an emergency when called upon by hosting practices for all HRL staff at least annually with the goal of each quarter (full-time	Evaluation of training to document and address areas where continued training is needed. Weekly full-time staff meeting agenda item includes safety discussion, update on injury free days, and areas to address for safety reasons. Custodial staff team conducts daily safety walk at the beginning and ending of their	22/23 training occurred in person and also occurred beginning of winter term 2023. Will continue with in-person quarterly and annual training. Training occurred in a variety of formats for the 2020-2021 academic year, with online sessions offered throughout the year to cover a variety of safety topics.

	and student staff). Invite Campus Safety and other partners to join in each training activity. Provide student and full-time staff all necessary tools to appropriately respond to an emergency. Maintain and share the professional on call schedule for Residence Life and Facilities related emergencies. Participate in Campus Safety Officers training. Maintain membership by one HRL staff member on the university Safety Commission to ensure residential student needs and safety issues are addressed. Maintain important level of communication with Campus Safety and respond to all Campus Safety or HRL staff generated reports of safety issues within 24 hours of receipt of report.	shift. All issues are addressed as reported (within same day). Consistent response to policy questions and violations as seen through documentation (work orders, incident reports, Campus Safety reports). No more than 24 hours passes before response to safety related work. Goal is to resolve any safety related work orders within the same day of receipt. Immediate response to phone calls and reporting of incidents to the Housing Office, calls to the on-duty staff team, as well as calls to Campus Safety. Issue is resolved and documented within an hour time limit of the issue being reported. Student satisfaction on the Quality of Life survey is at a 3.5 or above on a 5-point scale. Few if no incidents reported in the Annual Campus Safety Report	No participation with Campus Safety training during the 2020 summer due to the pandemic. Environmental survey results continue to show how students feel safe in on campus housing facilities, with presence of HRL and Campus Safety staff as well as proxed exterior doors, which are always locked..	

Goal #2: Work in collaboration with the campus community to promote student connections and opportunities.

Department Goal #2	Oregon Tech Strategic Plan	S.A. Strategic Plan	Timeline	Action Plan	Outcome Measure	Result	New Objective
2.1 Host a selection process that helps to build a diverse student staff team that represents the overall student body. As part of the selection processes, all student participants are offered educational experiences to learn and grow.	Pillar1 1.1, 1.4 Pillar 1 2.1, 2.2, 2.3	1, 2, 3	Quarterly	Recruit throughout the campus community every opportunity to join the Housing and Residence Life staff team. Ask current student staff to share at least name of a current resident in their community they would nominate to be invited to apply.	Track number of applicants to each posted position. Track class standing to encourage diversity of class standing and majors are represented throughout each student position's selection process.	Selection for the student Res Life team was successful with 79 applications submitted from both returning and new students applying to join this team 21/22.	Continue to recruit students to go through selection process for all student employment opportunities.
2.2 Host effective and transparent training each quarter for all full time and student staff to ensure understanding of their roles within HRL and Oregon Tech.	Pillar 2 4.1, 4.2, 4.3	1, 2, 3	Quarterly	Provide detailed training to all new and returning student staff members starting in September and continuing throughout the academic year as needed. Training to include overview of Housing and Residence Life policies and procedures, University policies and procedures and	Provide student staff surveys at the beginning and end of training to track overall feelings of confidence and understanding of job descriptions and role within Housing.	Will begin with the 2021-2022 academic year. Surveys provided and data gathered used to build 22/23 staff training. Those trainings also offered surveys, with data being used to drive continue development opportunities.	

				University department resources.			
2.3 Support New Wings, New Student Orientation and campus visit programs to influence university recruitment and retention efforts.	Pillar 1 1.1, 1.3, 1.4, 2.2, 2.3, 3.2 Pillar 2 4.1, 4.2 Pillar 3 6.2, 6.3, 6.4, 8.1 Pillar 4 9.1, 9.3	1, 3	Quarterly	Coordinate with Admissions and other departments across campus as they host campus visit days or recruitment/retention events to ensure Housing and Residence Life staff and/or information is present and accessible for all participants.	Work with Admissions to get a roster of attendees at each event, and document number of on campus residents garnered through New Wings efforts, tracked though daily count of contracts. Coordinate with hosting department to include in exit survey for each event a question determining student decision to live on campus and reason for decision. Document and assess issues when off campus is chosen and prioritize those Housing can address immediately/long term (i.e. family housing needs). Gather feedback from HRL staff, as well as hosting department about role of HRL before/during/after event and make changes based on feedback to offer better event for guests.	Summer 22 New Wings was in person and housing hosted guests on campus. Summer 23 New Wings dates do not allow for on campus guests. Our sessions are popular, and we do get interactions during New Wings with our incoming residents to help them feel connected to Oregon Tech.	HRL is developing new ways to interact with New Wings students and their guests to ensure on-campus housing is considered an option for our incoming students.
2.4 Work closely with Student Involvement and Engagement (SIB) Office and	Pillar 1 1.1, 1.3, 1.4, 2.2, 2.3, 3.2	1, 2, 3, 4	Weekly	RHA attendance at ASOIT meetings, participation in ASOIT/SIB activities.	Track program participants through card swipe system.	Fall 2022 programming was tracked and data is being analyzed first weeks of winter term to learn what activities were popular, what	

	ASOIT to provide events for students to engage them in the residential and campus community	Pillar 2 4.1, 4.2 Pillar 3 6.1, 6.2, 6.3, 6.4, 7.3, 8.1 Pillar 4 9.1, 9.3, 9.4, 9.5			HRL staff continue to build relationships with partners to encourage collaboration and sharing of ideas and events.	Note number of on campus vs. off campus at each event. Develop specific goals for program attendance each term by community. Track program attendance by community and work with each RA to increase program attendance meeting specific goals set for each term at the beginning of each term with RA and ADRL.	population participated and to plan for what may get the non-participating populations to join in activities winter and spring terms 2023. The 2020-2021 academic year was not conducive to in-person programming. Virtual events were held but taking attendance was challenging so not done consistently.	
2.5	Challenge the Residence Hall Association (RHA) to increase resident participation in events and meetings.	Pillar 1 1.1, 1.3, 1.4, 2.2, 2.3, 3.2 Pillar 2 4.1, 4.2 Pillar 3 6.1, 6.2, 6.3, 6.4, 7.3, 8.1 Pillar 4 9.1, 9.3, 9.4, 9.5	1, 2, 3, 4	Daily	Ongoing training for RHA in conjunction with the rest of the RL student staff. Set goals each term with RHA exec team for number of students they want to see at each meeting/event. Share event calendar with RA staff, and offer incentives for each community to reach target attendance numbers. Encourage RHA exec and students' involvement with regional activities. Track number of student attending RHA programs.	Track number of student attending RHA programs. Track how students hear about programs and what made them want to join in the fun. Host quarterly pro devo retreats and training with RHA exec team. Increase and encourage RHA presence at one regional event per year (PACURH/NACURH)	This goal was a smashing success! 22/23 continues to track attendance at RHA meetings and learn what makes meaning for residents when attending these meetings.	Keep working with RHA Leadership to continue to meet these goals.

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Goal #3: Create and sustain living learning environments promoting maturity, responsibility, and academic success

Department Goal #3	Oregon Tech Strategic Plan	S.A. Strategic Plan	Timeline	Action Plan	Outcome Measure	Result	New Objective
3.1 Create opportunities for student's personal growth and development, especially in areas of identity, autonomy, responsibility, and life skills.	Pillar 1 1.1, 1.3, 1.4, 2.2, 2.3, 3.2 Pillar 2 4.1, 4.2 Pillar 3 6.1, 6.2, 6.3, 6.4, 7.3, 8.1 Pillar 4 9.1, 9.3, 9.4, 9.5	1, 2, 4		Continue to teach and provide programming based on HOOTIE programming model to ensure staff programming requirements by program type.	Track number of staff programs conducted by program type. Track number of students, and what communities' students participate from to determine successful programming efforts, and where to increase efforts to affect positive growth and change.	Programs are being tracked 22/23 and data is being analyzed to better meet current residents programming desires.	Track programming efforts to better determine how we are meeting the needs of our students and meeting this goal.
3.2 Establish a peer tutoring program in the campus housing for a variety of courses	Pillar 1 1.1, 1.3, 1.4, 2.2, 2.3, 3.2 Pillar 2 4.1, 4.2 Pillar 3 6.1, 6.2, 6.3, 6.4, 7.3, 8.1 Pillar 4 9.1, 9.3, 9.4, 9.5	1, 2, 4		Collaborate with the SSC to host Peer Consultants and set up study groups in Housing space. Evaluate tutoring hours to determine best times to host study sessions. Increase SSM presence and availability to host study groups.	Established peer study groups each term. Number of students using study rooms in Housing (determined by card swipe system or similar system to monitor room use). Document number of peer led study groups established through	22/23 TOP Student Success Mentor team is offering peer led study groups.	23/24 Housing is hiring Housing Student Success Mentors to expand the offerings of peer led study groups ads well as more support for students' academic needs.

				Residence Life student staff efforts each term.		
3.3 Involve faculty in staff training and educational programs, especially FYE, that complement the classroom experience	Pillar 1 1.1, 1.3, 1.4, 2.2, 2.3, 3.2, 3.3, 3.4 Pillar 2 4.1, 4.2, 4.3, Pillar 3 6.1, 7.3, 8.2 Pillar 4 9.1, 9.,10.2, 10.3, 10.6	1, 2, 3, 4	Solicit faculty interest in training and programming activities. Develop meaningful ways to reward faculty for involvement in campus programs.	Track number of programs faculty assisted with in Housing and students involved. Assess data to determine if student involvement in faculty programming affects GPA. Track faculty involvement and inquire what drive faculty members to participate. Utilize results to develop faculty rewards to encourage additional faculty participation.	22/23 academic year hosted Flight School in conjunction with Strong Start. Faculty engaged in most sessions.	Continue the growth of Flight School and include faculty in Flight School programming.
3.4 Continue to grow and expand the First Year Experience (FYE) program.	Pillar 1 1.1, 1.3, 1.4, 2.2, 2.3, 3.2, 3.4 Pillar 2 4.1, 4.2 Pillar 3 6.1. 6.2, 6.3, 6.4, 7.1, 7.3, Pillar 4 9.1, 9.3, 9.5	1, 2, 3, 4	Develop partnerships within Student Affairs division to grow program beyond Housing.	Track students in FYE to study the impact, if any of participation on GPA, retention from the first year to sophomore year, as well as graduation rates in comparison to first year students not in FYE/not in on campus housing.	Grades data collected each term and analyzed to document the trends of FYE students in comparison to non-FYE first year residential students. Data will be available at end of the 22/23 academic year.	Expanding grades history to look at the retention rates of FYE participants both as a returning resident to Housing as well as their return to the institution through to graduation. Also looking at grades data from a second year student perspective to learn how this demographic performs between first year and second year in residential housing.

3.5 Grow Flight School (FYE students move in early and participate in intense training on how to become a college student).	Pillar 1 1.1, 1.3, 1.4, 2.2, 2.3, 3.2, 3.4 Pillar 2 4.1, 4.2 Pillar 3 6.1. 6.2, 6.3, 6.4, 7.1, 7.3, Pillar 4 9.1, 9.3, 9.5	1, 2, 4	Increase advertising FYE and Flight School to incoming class of first year students through Marketing and Admissions.	Track level of interest and number of students requesting to live in FYE and number of students applying for Flight School.	Tracking the past 5 years of requests to live in this community needs to be developed.	Flight School continues to be a popular event. Assessment needs to include what makes this popular to learn more.
3.6 Create a sophomore experience learning community for on campus residents. Foster an environment that helps to retain sophomores at Oregon Tech and in campus housing. Help sophomores become juniors and see the finish line at graduation	Pillar 1 1.1, 1.3, 1.4, 2.2, 2.3, 3.2, 3.4 Pillar 2 4.1, 4.2 Pillar 3 6.1. 6.2, 6.3, 6.4, 7.1, 7.3, Pillar 4 9.1, 9.3, 9.5	1, 2, 4	Research successful sophomore programs to create program unique to Oregon Tech Housing. Identify needs of current Oregon Tech sophomores in campus housing to aid development of program. Inquire in spring 2019, fall 2019 and spring 2020 Housing Survey to determine student interest in a Sophomore Experience program. Establish committee of students, faculty, and staff	Creation of sophomore experience learning community Fall 2021. Survey and study data from community to continue to develop a quality program meeting established goals.	Get the new RL staff on board and comfortable in their roles, then begin planning to implement a sophomore experiences program in earnest for a fall 2023 start goal.	

		to build foundation for a program. Establish goals and objectives of the program. Determine the level and type of staffing for this community.	