

## 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' persistence to graduation and professional success beyond graduation.

#### C. Core Values

In addition to the values set forth in the mission statement, we value and are committed to (**items in bold are values addressed in the University Strategic Plan**):

- Accessibility – being easy to approach, reach, speak with, or understand
- **Accountability** – taking responsibility for our actions and demonstrating leadership
- Adaptability – being able to readily adjust to different conditions
- Community engagement – involving others from the Oregon Tech or external groups
- Compassion – feeling deep sympathy for another with the desire to assist
- **Confidence** – exhibiting pride and conviction in our university, our talent, and our contributions to those around us
- **Diversity, Equity, Inclusion** – welcoming and empowering individuals of differing backgrounds, identities, and life experiences
- **Excellence** – embracing and celebrating the highest quality standards in teaching, research, service, and innovation
- **Integrity** – adhering to the highest standards of ethical principles
- **Respect** - demonstrating high regard for one another in interactions and treating others with dignity
- **Service** - contributing to the well-being of our university and external communities
- **Student Success** – prioritizing student and graduate success in every decision or action at every level of the university

#### D. Student Affairs Division 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 alumnus.
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.

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

**Goal 1: Provide and promote an exceptional experience for every student from their initial contact through graduation and then as an alumnus.**

- 1a. Wellness: Encourage student participation in initiatives that promote a holistic approach to student development (social, emotional, spiritual, intellectual, physical, environmental, financial and occupational). [USP 1.1, 6.2]  
SIB Events/Programming (Wellness Wheel)
- 1b. Programs & Services: Continually review and assess student-centered university initiatives [list units in division] to meet evolving student needs. [USP 1.3, 3.2, 4.1, 10.6]  
SIB Assessment Plan
- 1c. Safe Campus: Create a culture of awareness, responsibility and respect through internal training and convening of students, faculty and staff in the areas of emergency preparedness, sexual misconduct, and cultural competency, among other areas, to promote an environment where every student feels physically, emotionally and culturally safe and welcome. [USP 6.3, 9.1]  
SIB Events/Programming (Wellness Wheel)
- 1d. Customer Service: Provide clear, timely, respectful and fair interactions with students to ensure effective two-way communication and positive outcomes that promote student success. [USP 6.2, 6.3, 9.1, 10.6]  
SIB Communications, Customer Service
- 1e. Students as active partners: Instill the value of active engagement in academic and co-curricular experiences in order to improve the overall quality and value of students' Oregon Tech experience. [USP 1.1, 3.2, 6.1, 7.3, 7.5]  
SIB Events/Programming (Wellness Wheel)
- 1f. Recognition of successes: Strive to better acknowledge achievements by campus community members (individuals and groups) to improve internal communication, engage everyone in the success of the campuses, and create a student success culture. [USP 4.3, 4.4, 7.4]  
SIB Leadership (Legacy Awards) Diversity & Belonging (Multicultural Awards), Communications
- 1g. Professionalism: Provide co-curricular opportunities (e.g., student employment, student leadership) to develop communication and networking skills. [USP 2.2, 2.3]  
SIB Events/Programming (Wellness Wheel), Leadership

**Goal 2: Serve as a model of diversity, equity, inclusion, and collaboration in everything we do as a division and as departments.**

- 2a. Diversity: Embed cultural competency development into co-curricular education to represent a range of perspectives, backgrounds, and differences. [USP 2.3, 6.3, 9.1, 9.4]  
SIB All Areas

**Diversity:** At Oregon Tech, diversity means a full, representative range of perspectives, backgrounds, and differences.

- 2b. Equity: Integrate impartiality and justice in working with students and student groups to ensure equal treatment and to reduce barriers in services, programming, policies, and procedures which impede successful outcomes for students, especially for historically underrepresented populations. [USP 3.4, 6.3, 9.1, 9.3]

SIB All Areas

**Equity:** Equity refers to not just equality but fairness. We work to make sure all people have successful outcomes, no matter where they start, especially for historically underrepresented populations.

- 2c. Inclusion: Foster a sense of belonging within the Oregon Tech community, acknowledging that all students, faculty, staff members are unique and valued members of our community. [USP 6.3, 9.1]

SIB All Areas

**Inclusion:** Inclusion is the active and intentional choice of engaging with diversity and creating a sense of belonging that acknowledges that we all benefit when everyone has a place at the table.

- 2d. Collaboration: Collaborate with campus partners (and external partners) to further university goals, student persistence and retention goals. [USP 1.3, 2.1, 4.1, 4.3, 5.2, 6.3]

SIB All Areas

**Goal 3: Prioritize effectiveness and efficiency.**

- 3a. Assessment: Collect and analyze data to both evaluate and inform decision making. [USP 6.1, 9.5]

SIB Assessment Plan

- 3b. Process: Review and revise procedures to implement best practices, reduce redundancy and minimize chaos. [USP 6.1, 9.5, 10.4, 10.6]

SIB Assessment Plan

- 3c. Resource Utilization: Ensure sustainability of resources while being good stewards of university funds to benefit students.

SIB Assessment Plan

- 3c.1 Fiscal stewardship: Responsibly manage resources through transparent and efficient processes.

[USP 10.2]

SIB Leadership

- 3c.2 Professional Development: Identify and invest in new opportunities for enhancing knowledge and skills to ensure that staff members effectively serve the diverse and changing needs of our students.

[USP 4.4, 10.5]

SIB Diversity & Belonging

- 3c.3 Revenue generation: Generate additional sources of revenue (e.g., grants) rather than new fees, in order to balance the need to increase tuition costs for students.

[USP 3.1, 8.1, 8.3, 10.2, 11.2]

SIB Resources, Communications, International Student Services, Veteran Student Services

**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) and are allocated to each campus according to each respective Incidental Fee Commission. Approximately 30% of the revenue generated by KF incidental fees are allocated to the administrative department and all student organizations. While incidental fees will continue to remain separated by campus, our departmental time and resources are now shared to provide optimal engagement opportunities for all student, to foster cohesion and teamwork, to reduce redundancies in staffing, and to maximize team efficiency in each functional area.

**F. Department Locations**

The SIB department operates from the Klamath Falls and Portland-Metro campuses and provides remote experiences for all locations through the Oregon Tech Mobile App.

**G. Co-Curricular Engagement**

The University Strategic Plan defines co-curricular as “a complement to the formal curriculum that typically does not count for credit or toward graduation (USP, p. 14). The SIB department is one of many within Oregon Tech whose aim is to provide robust co-curricular opportunities for students. There is widely published research that demonstrates the essential nature of co-curricular experiences. For the purpose of this plan, a few notable studies are cited here.

- *Foundations of Student Affairs Practice*, 2002
  - Pg. 31 “Development is viewed as a positive growth process in which the individual becomes able to deal with increasingly complex experiences (Sanford, 1967).”
  - Pg. 37 “Chickering and Reisser (1993) posited that environmental factors play an important role in achievement of the developmental tasks noted here. They proposed seven aspects of the college environment influence development: institutional objectives, institution size, faculty-student development, curriculum, teaching practices, diverse student communities, and student affairs programs and services.”
  - Pg. 84 “Astin (1984) proposed that for learning to occur, students must become actively involved in the college environment.”
    - Involvement is “the amount of physical and psychological energy that the student devotes to the academic experience,” (Astin, 1984, p. 297).

- Pg. 85 Participation in student government, Greek Life, and other clubs and organizations has been shown to lead to greater student satisfaction as well as increased development in areas such as confidence, purpose, mature interpersonal relationships, and intimacy.
  - Astin, 1984
  - Hood, Riahiinejad, & White, 1986
  - Hunt & Rentz, 1994
  - Williams & Winston, 1985
- Student engagement is correlated with student retention and success and, “Schlossber (1989) argued a sense of belonging is an influential factor in whether a student succeeds and develops in college” (Foundations, 2002, 86).
- Pg. 86 Schlossber identified 5 components of mattering
  - Attention- sense of being noticed
  - Importance- sense of being cared about
  - Ego Extension- sense that another empathizes with one’s success or failure
  - Dependence- sense of feeling needed
  - Appreciation- sense that one’s efforts are value
- Pg. 87 Kuh, Schuh, Whitt, & Associates (1991) pg. 321
  - “The most critical issue regarding campus environments and student involvement is creating a sense of belonging, a feeling on the part of the students that the institution acknowledges the human needs of social and psychological comfort and that they are full and valued members of the campus community.”

## **H. Enrollment and Retention Trends**

As part of the Student Affairs Division assessment, SIB has examined the following items in the past.

- Student Participation
  - Active club retention
  - Event attendance
  - Fall to Fall retention for New Student Orientation’s Week of Welcome
  - Programming Participation Surveys (satisfaction, open-ended feedback)
- Student Leadership
  - Students holding officer or employment positions for Registered Student Organizations
  - Students holding multiple leadership positions
  - Students holding leadership positions over time
  - Registered Student Organization feedback (surveys, open forums, focus groups)

Through the development of this plan, SIB has identified one or more assessment strategies for each functional area. These are addressed in Section II. We hope to work with the Assessment Commission, the Diversity, Equity, and Inclusion Committee, and Institutional Research to compare retention, graduation, and student success trends among students who actively participate with SIB with students at-large and engagement trends with Oregon Tech’s comparator institutions.

## **I. Community Partnerships**

SIB partners with community organizations and initiatives through assigned full-time staff duties and

volunteer positions, Registered Student Organization partnerships, and programming opportunities. Some examples of these partnerships include:

- Events & Programming
  - ASOIT and American Red Cross Blood Drives
  - Music Garden Festival
  - Week of Welcome
  
- Diversity & Belonging
  - Klamath Falls Equity Taskforce
  - Klamath Tribes Liaison
  - Oregon Tribal Cultural Items Taskforce
  - Oregon Indian Education Association
  - Oregon Health & Science University OnTrack
  - Rainbow Falls LGBTQ+ Community Coalition
    - Oregon Alliance to Prevent Suicide and Oregon Health Authority LGBTQ+ Mini Grant Award
  
- Service -Local KF community service projects in partnership with:
  - Adopt-a-Highway Program
  - Food Bank
  - Klamath Trails Alliance
  - REACH
  - Ross Ragland Theater & Cultural Center
  - SVP's Vets Helping Vets project
  - YMCA

## J. Functional Areas

SIB centers our work on four principles of holistic student engagement: Involvement, Support, Belonging, and Success. Each of the following functional areas play an essential role in providing robust engagement opportunities for students which support the retention and continued success of our students.

### ***Student Engagement***

- Peck, A. (2012, October). Using structured reflection to guide student learning: A research study. *Campus Activities Programming*®, 45(4) 6-9.
- NACA NIRSA p.3  
The Campus Labs benchmarking study also uncovered additional findings with some interesting implications. The more involved students were in cocurricular experiences, the more likely they were to say they were acquiring the skills employers want. As noted in the table below, students who were “involved” in a cocurricular experience were more likely than students in general to say they were gaining these skills. Students who were “leaders” were more likely than involved students to say they were gaining these skills. While these results do not offer definitive proof that these students are gaining more from their experiences, they do suggest that the learning is more salient to them. This can be useful to campus activities and campus recreation professionals who seek ways to improve students’ awareness of what they are learning and their ability to articulate and demonstrate what they are learning to others.

- 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 collateral, Oregon Tech App, Canvas, TECHweb, SIB webpages, etc.).
- b. **Diversity & Belonging:** SIB includes the office of Diversity & Belonging which provides programming and trainings for students in the areas of diversity, equity, and inclusion, collaborates with the DEI Committee and serves as the primary advising body for the Treehouse student-led program.
- c. **Events/ Programming:** SIB staff coordinates programming for all students to connect with their peers and the university community and feel a sense of belonging. Additionally, SIB provides oversight and management of all activities, events, and programming hosted by Registered Student Organizations (RSOs), SIB provides financial sponsorship of RSOs and RSO activities, and partners with other departments to expand engagement opportunities for students.
- d. **International Student Services:** SIB staff serve as the primary support for F1 students through their roles as SEVP Designated School Officials, advisors for F1 students for immigration compliance, cultural adjustment, and student success, and through direct engagement and support programming.
- e. **Leadership:** SIB provides student leadership development through the Leadership Academy (skill tracking program which is open to all students) and through the training and advising of RSO Leaders (club officers and program employees) and SIB student employees.

***Student Leadership/ Employment***

- Furr and Elling (2000) explored the relationship between cocurricular experiences and employment and found that employment on campus appears to positively impact involvement with professors and in clubs and organizations.
  - Pike, et al. (2008) found that working on campus 20 hours per week was positively related to all five of the benchmarks in the National Survey of Student Engagement, including academic challenge, active and collaborative learning, faculty interaction and enriching educational experiences.
  - In a study conducted by Peck (2012), presidents of campus programming boards were more likely to develop desired competencies when they were enhanced by structured reflection activities. NACA NIRSA p.4
- f. **Resources for Students:** SIB manages a variety of student spaces and provides students access to services which support student success. These include the Bird Feeder (all locations), student food pantry and emergency grocery/personal needs funds, Book Depot (KF) from which students may borrow donated used textbooks, and the Owl Feathers Exchange (KF), an inventory of gently used items exchanged by students.
  - g. **Service:** SIB provides students with opportunities to engage in community service through Volunteer Owls events and RSO community service requirements. Service opportunities and hour tracking are managed through the NobleHour platform. SIB partners with Financial Aid to provide support for the Leadership & Diversity Scholarship.

- h. **Supporting New Students:** SIB manages and coordinates the New Student Orientation programs which include the fall Week of Welcome (KF and PM), Orientation Online (all locations), and provides targeted support programming initiatives for first-year students. The Week of Welcome facilitates opportunities for new students to:
  - i. Build an Owl identity
  - ii. Engage sessions/events designed to foster community and a sense of belonging
  - iii. Meet faculty and staff who provide services/resources
  - iv. Learn how to navigate campus and access resources
  - v. Connect with Registered Student Organizations/Student Clubs
- i. **Veteran Student Services:** SIB partners with Veteran Student Services through collaborations in Military-affiliated student engagement, support, advising interactions, student success.

## II. Department Learning Outcomes and Measures

### A. SIB Learning Outcomes

SIB followed the University Strategic Plan, Essential Learning Outcomes, and the Student Affairs Division Strategic Plan to determine the departmental learning outcomes. We have identified the following learning outcomes which will be assessed through the SIB department and its functional areas.

1. Student Engagement
2. Sense of Belonging
3. Student Support
4. Student Success

### B. SIB Measures

SIB will request data from these institutionally managed assessment measures

1. NSSE<sup>1</sup>
2. CECE<sup>2</sup>
3. Institutional Research Data: persistence, retention, and completion

### C. Functional Area Measurements

1. Communications
  - i. Effectiveness of SIB communications
    1. SIB department webpages and documents (how?)
    2. SIB marketing materials (how?)
    3. Oregon Tech App Data
      - a. App downloads and registrations
      - b. App content views
      - c. Daily app opens
      - d. Daily unique app users
      - e. Engagements trends
      - f. Departments/ services who manage their own content
      - g. Annual App Efficacy Report
4. Presence (TBD)

---

<sup>1</sup> NSSE: National Survey of Student Engagement measures engagement in six High-Impact Practices and provides ten Engagement indicators.

<sup>2</sup> CECE: The Culturally Engaging Campus Environments (CECE) Model uses 9 indicators which represent the characteristics of optimally inclusive and equitable campus environments. It explains the ways in which campus environments shape the experiences and outcomes of diverse student populations in college. <https://nite-education.org/the-cece-model/>

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. As an added option, this tool also allows them to have you evaluate them on these same skills so that they can compare their self-evaluation with your evaluation of the students. In addition, they can also compare their scores with those of their peers from around the country.”

<https://www.naca.org/NEXT/pages/default.aspx>

6. Resources for Students
  - i. Effectiveness of resources
    1. Usage data
    2. Food insecurity/ financial need data
    3. Budget management
  - ii. Financial
    1. How incidental fees were spent
    2. Fundraised monies through the Oregon Tech Foundation
7. Service
  - i. Number of hours tracked
  - ii. Number of community service events coordinated
  - iii. Number of Leadership & Diversity Scholarship recipients to complete their community service requirements
  - iv. Number of RSOs to complete their community service requirements
8. Supporting New Students
  - i. NSSE data
  - ii. CECE data
  - iii. Student participation
  - iv. Student satisfaction survey results
  - v. Trends in retention data for participating students
9. Veteran Student Services
  - i. NSSE data
  - ii. CECE data
  - iii. Number of students using V.A. benefits
  - iv. Number of students visiting Veterans Resource Centers
  - v. Number of students using services
  - vi. Number of advising appointments
  - vii. Number of events
  - viii. Event participation
  - ix. End of year survey results

### **III. Assessment Mapping**

- A. See Appendix
  1. SIB Assessment Map and Timeline
  2. SIB Functional Areas Mapped to CECE
  3. SIB Functional Areas Mapped to NSSE

### **IV. Assessment Cycle**

#### **A. Three Year Cycle of SIB and Institutional Assessments**

1. CECE – 2020 (PM 2020, KF 2021), 2023, 2026
2. NSSE – 2021, 2024, 2027
3. NACA Next – 2022, 2025, 2028

#### **B. Annual SIB Assessment Cycle**

1. Summer
  - a. Annual report due to VP of Student Affairs in July. Report includes:
    1. Communications – effectiveness of messaging, App usage
    2. Diversity & Belonging – participation, training and feedback survey results, retention data

3. Events & Programming – number of events, participation
  4. International Student Services – number of F1 students, number of advising appointments, number of events, event participation, how needs were addressed
  5. Leadership – number of RSOs, leaders
  6. Resources for Students – how incidental fees were spent, fundraised monies, free resource usage data
  7. Service – number of hours tracked, number of Leadership & Diversity Scholarship recipients to complete their community service requirements, number of RSOs to complete their community service requirements
  8. Supporting New Students – participation, satisfaction survey results, retention data
  9. Veteran Student Services – number of students using V.A. benefits, number of students visiting Veterans Resource Centers, number of students using services, number of events, event participation, how needs were addressed
- b. SIB Department Retreat
1. Assessment review
  2. Assessment plan and task assignment
- b. Fall
1. Launch annual tracking measures
    1. Communications – Oregon Tech App Efficacy Report
    2. Diversity & Belonging – EverFi Training Package
    3. Leadership – Student Employee Trainings, RSO Registration and Trainings
    4. Service – NobleHour for community service
  2. Special assessment programming includes:
    1. Diversity & Belonging – 2 trainings/ workshops
    2. International Student Services – International Orientation
    3. Supporting New Students – Week of Welcome
    4. Veteran Student Services – Veteran Student Welcome
- c. Winter
1. Tracking measures
    1. Communications – Oregon Tech App usage data
    2. Leadership – RSO Budget Cycle
    3. Service – NobleHour community service hours report
    4. Supporting New Students – participant retention and completion data
  2. Special assessment programming includes:
    1. Diversity & Belonging – 2 trainings/ workshops
    2. Supporting New Students – Orientation Online
- d. Spring
1. Tracking measures
    1. Communications – Oregon Tech App usage data
    2. Leadership – RSO Annual Evaluations (new)
    3. Service – NobleHour community service hours report
    4. Supporting New Students – Orientation Online Canvas Course Analytics
  2. Special assessment programming includes:

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. References

Astin, A. W. (1984). Student Involvement: A developmental theory for higher education. *Journal of College Student Personnel*, 25, 297-308.

Furr, S. R., & Elling, T. W. (2000). The influence of work on college student development. *NASPA Journal*, 37(2), 454-470.

Kuh, G. D., Schuh, J. H., Whitt, E. J., & Associates. (1991). *Involving colleges*. San Francisco: Jossey-Bass.

Oregon Tech Together: Five-Year Strategic Plan 2021-2026 (USP), 2020

Pike, G. R., Kuh, G. D., & Massa-McKinley, R. C. (2008). First-year students' employment, engagement, and academic achievement: Untangling the relationship between work and grades. *Journal of Student Affairs Research and Practice*, 45(4), 1012-1034.

Peck, A. (2012, October). Using structured reflection to guide student learning: A research study. *Campus Activities Programming®*, 45(4) 6-9.

Peck, A., et. al. (2015). Considering the Impact of Participation and Employment of Students in Campus Activities and Collegiate Recreation on the Development of the Skills Employers Desire Most. *NIRSA Communications*.

Williams, M. E., & Winston, RB. Jr. (1985). Participation in organized student activities and work: Differences in developmental task achievement of traditional-aged college students. *NASPA Journal*, 22 (3), 52-59.

**VIII. Appendix**

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

**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>● Event Sign-in</li> <li>● Division-wide Database</li> </ul>	<ul style="list-style-type: none"> <li>● Impact student retention, Academic Status</li> </ul>
Student Leadership	Being Officer, VOWLS, or Program Staff	<ul style="list-style-type: none"> <li>● Staff Rosters</li> <li>● Division-wide Database</li> </ul>	<ul style="list-style-type: none"> <li>● Impact student retention, Academic Status</li> </ul>
New Student Orientation	First-time Freshmen participation in NSO	<ul style="list-style-type: none"> <li>● NSO Registration &amp; event sign-in</li> <li>● Division-wide Database</li> </ul>	<ul style="list-style-type: none"> <li>● Impact student retention, Academic Status</li> </ul>
Targeted Marketing	Efforts to reach sub-populations	Division-wide Database	<ul style="list-style-type: none"> <li>● Potential populations to target: AW students, Veterans, female students, those aged 24 to 29</li> </ul>

**OIT Dashboards**

**Equity Gap Dashboards Reflection Questions - <https://techweb.oit.edu/teaching-tools/student-success-equity-gap-dashboard>**