STUDENTAFFAIRS ASSESSMENT PLAN
2005 - 2006

Department: **Orientation & Leadership**

1)   Tracking
The first component of a student affairs assessment program is *keeping track of who uses your student services, programs and facilities*. Furthermore, how many clients are using student affairs offerings, and how are they described by gender, race, age, class standing, residence and other important variables?

Current Means of Assessment (who, what, when, how reported, etc.)
   Orientation: Current tracking system utilizes BANNER for all tracking purposes including: registration of session attending, student data, major & classification, number of students participating, and payment options. Tracks guest's attendance also.

   Leadership: for LeaderQuest components, a student data EXCEL system is in place to maintain all student profile information for the program in which the student in participating; for Emerging Leader Program, each student can also be tracked in BANNER linking the students and the class(s) set up for the program. The above client data requested for TRACKING purposes on each student in the programs can be easily obtained in BANNER. The current applications for each of the three LeaderQuest programs do not request gender, race, or age.
   Other programs provided by the Leadership Office do not have a successful tracking program in place. If possible, a check-in/sign-in roster is in place to gather data of how many participated/attended, and email information for future contact purposes. Tracking is often difficult to access with outdoor activities. Tracking for this purpose needs to have an adequate system put into place for continued productivity of leadership programming and assessment.

Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)

  Proposed: *Orientation*: The current BANNER system for student tracking seems to be effective; however, I would like to create a system that will track the parents attending the orientation sessions with their students. A lot of valuable information can be gained from a tracking system for this group. Information obtained could be shared with other offices to implement updated programming and will aid in the continued development of a successful parent association on our campus.   I would also consider a survey for the academic side of orientation, to gather information on the success of the program from an academic view.

Leadership: A definite need for a more detailed tracking program is required. I am currently researching assessment programs of other universities on this process. A pre-test/post-test program could serve as a tracking method.

2)   Needs
The second component of this model is *assessing student and other clientele needs.*
The basic principle is that we should meet the needs of our students and other
clientele.

Current Means of Assessment (who, what, when, how reported, etc.)

   Orientation: An end of program evaluation is in place for both students and parents/guests to complete at the end of each orientation session; many modifications have been implemented based on these survey results. The Office of Institutional Research assists with the formulation and tabulation of these surveys. Each part of the orientation program is designed to meet the needs of all attendees (students / parents) so that each group receives adequately informed of the VSU campus and services.

Leadership: Each student in the Emerging Leader component of LeaderQuest is being survey annually. The survey of this group is in collaboration with Dr. M. Capece, Sociology Department. Surveys for the other groups are conducted at the end of each semester and modifications to each program are evaluated and additions/deletions are implemented accordingly.

Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)

   Leadership: proposed: implement an on-line survey on the Leadership website to gather comments, concerns or requests by students. This program will need to be consistently monitored and will require the assistance of the IT Dept., for implementation.
  Orientation: proposed: same as above, with an emphasis on orientation needs.

3)   Satisfaction
The third component is *assessing student and other clientele satisfaction with our services, programs and facilities, and demonstrating that those experiences are consistent with the institution's goals.*

Current Means of Assessment (who, what, when, how reported, etc.)

Orientation & Leadership: currently in place is the survey system for both programs to gather information on the level of satisfaction (did/did not meet needs or expectations).

Leadership: this measure is questioned and assessed in the survey conducted by Dr. Capece with the student members of LeaderQuest. Other leadership programming addresses this area in survey form when available.

Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)

Orientation: addition: comment/suggestion page on website to obtain further information for target group regarding their level of satisfaction of the program.

Leadership: addition: comment/survey/suggestion page on website to obtain further information from participants of programming provided by this office. A committee needs to be in place to assist and oversee program growth.

All programs will utilize evaluations to be used in planning subsequent programs. Results will need to be shared with staff (and faculty if needed), so that issues can be addressed. Results of the NSSE survey needs to be implemented to assess levels of satisfaction.

4)   Student Cultures and Campus Environments
It is important to examine the *collective perceptions of a campus and the student cultures where they conduct their day-to-day lives*. Remember each student lives in his/her own cultural environment and all students do not have the same interests, friends and classes. Assessing the campus environment *determines and evaluates how the conditions and elements of the campus affect student learning and growth*. Each campus is unique and different.

Current Means of Assessment (who, what, when, how reported, etc.)
Orientation: program is geared and planned toward incoming and/ or first time students attending VSU.

Leadership: student participants are surveyed (not always on paper) about the diverse types of programming that is of interest to them and programming is determined for the entire student body based on the results of this "survey". This survey is on-going throughout the academic year.

Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)

Leadership: a cross-section of appropriate students from the entire campus community should be involved in the selection / implementation of programming to effectively meet the needs and interests of the general student population. This can be achieved through mass emails, and web-based information available to the students with a way to obtain feedback from the students. This group will need to have representation from a diverse source of students with differing academic fields, campus organizations & committees, employment settings, community involvement, as well as social and religious differences.

5)   Outcomes
A fifth critical component is *assessing outcomes*. For those who use our services, programs and facilities, is there an effect on their academic success, learning, or development, particularly when compared to those non-users? Not all outcomes important to student services and programs are learning outcomes. There may be other outcomes important to effective student services, such as the delivery of services in a timely and efficient manner.

Current Means of Assessment (who, what, when, how reported, etc.)
No program in place currently for either program

Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)
1. implement a Pre & Post Test to assist in achieving outcomes for both areas
2. use information from NSSE survey currently given on campus.
3. use information from Senior Exist Survey; possibly have a new questions added to reflect learning/participation outcomes from this focus group.

6)   Benchmarking
How does the quality of our services, programs and facilities *compare* with like institutions? The key is to compare ourselves to like institutions that have good assessment programs and collect good data.

Current Means of Assessment (who, what, when, how reported, etc.)

Orientation: comparison of like institutions are conducted on an annual basis through web searches for the following:

1. conferences
2. publications / applications
3. peer communication
4. fees
5. programming schedules
6. parent involvement
7. web usage for program
8. printed materials
9. assessment

Other universities currently used as benchmark resources: Columbus State University; Georgia Tech; Georgia Southern University; University of Alabama & UNC Charlotte

Leadership: comparison of like and larger institutions are conducted on a regular basis through web searches for:
1. conferences
2. publications / applications
3. peer communication
4. fees
5. assessment

Other universities currently used as benchmark resources: University of Alabama; Georgia Southern University; UGA; Columbus State University; UNC Charlotte & Northwestern State University

All of the above listed benchmarking is shared with the Dean o f Students and/or the VP of Student Affairs

Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)
Leadership: a committee should be created to assist in the planning, implementation and assessment of the program and its contents. The committee should have representation from the following groups: student body, staff, and faculty.

7)   Measuring Effectiveness
A seventh component is _assessing effectiveness - through reference to national or professional standards and/or through measuring cost effectiveness_. How do our services, programs, and facilities compare to accepted national standards (Council for the Advancement of Standards (CAS) for Student Services/Development Programs, various national and regional accrediting agencies, and professional organizations)? Are the benefits students derive from what we offer worth the cost, and how do we know that?

Current Means of Assessment (who, what, when, how reported, etc.)
Orientation:
1. CAS Standards – reported/ maintenance of guidelines are by the program coordinator
2. Orientation Committee: comprised of coordinator, DOS, Admissions Dir., Registrar, And other faculty and staff members. Committee meets multiple times throughout academic year.
Leadership:
1. CAS Standards – reported / maintenance of guidelines are by the program coordinator

Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)

Orientation:

1. Continue to update/revise the orientation evaluations completed each year by attending students and guests. Updates/revisions should be reflective of the needs of the program determined by the evaluation.

2. Implement a survey for the student OL group to evaluate the program for productivity and effectiveness.

Leadership: Need to develop an assessment plan that can provide the following:

4. verify growth in student learning
5. assessment should be given by someone other than the advisor / coordinator
6. use the results/scores of evals to help plan intentional programming for the group/program in future terms.
7. implement a Pre & Post Test to assist in achieving outcomes.