

**STUDENTAFFAIRS ASSESSMENT PLAN
2008 - 2009**

Department: _____ Event Services_____

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.)

- Categories of Clients (Student Organizations, Departments, Off-Campus, etc.)
 - Office Staff
 - Scheduler Plus Report
 - Tracked by Semester
 - Documented in Annual Report if needed
- Number of Events (Campus-Wide)
 - Office Staff
 - Scheduler Plus Report
 - Tracked by Semester
 - Documented in Annual Report if needed
- Number of Events per Building
 - Office Staff
 - Scheduler Plus Report
 - Tracked by Semester
 - Documented in Annual Report if needed
- University Center-North Pedestrian Traffic
 - Information Desk Staff
 - Daily Room Count Reports
 - Tracked Daily
 - Documented in Annual Event Services Report

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

- Analyze the above data and make necessary adjustments to policies, operations, services, etc. (if needed)
- Analyze the heaviest times of building usage for UC Hours of Operation
- Document in Event Services Report
- Reports can be provided

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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.)

- Currently not assessing.

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

- Number of Rejected Requests
 - Office Staff
 - Reservation Request Forms (Rejected)
 - Collect Daily
 - Tally by Semester
 - Document in Event Services Report
 - Institutional Research to help analyze results
 - Results will determine facility space (unmet needs) and determine type of facilities/services needed to fit clientele 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.)

- Currently not assessing outcomes

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

- Event Survey /Reservation Process Survey
 - Office Staff
 - Short Survey with Event Coordinator
 - Collect Data Day After Event; Length: Daily for 1 Semester
 - Analyze satisfaction in regards to facilities, services provided for their event
 - Analyze data to improve services and/or facilities (if needed)

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.)

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- Categories of Clients (Student Organizations, Departments, Off-Campus, etc.)
 - Office Staff
 - Scheduler Plus Report
 - Tracked by Semester
 - Document in Annual Report if needed

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

- Analyze data and make necessary adjustments (if needed)
- Document in Event Services Semester Report

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.)

- Currently not assessing outcomes

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

- Event /Reservation Process Survey
 - Office Staff
 - Short Survey with Event Coordinator
 - Collect Data Day After Event; Length: Daily for 1 Semester
 - Analyze satisfaction in regards to facilities, services provided for their event
 - Analyze data to improve services and/or facilities (if needed)
 - Analysis and documentation to be conducted by VSU Class

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.)

- Facility Use Guidelines
 - Office Staff
 - Reviewed other institutions policies, pricing, fee structure, websites, etc.
 - Review annually and make necessary adjustments (if needed)

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

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- Compare data from other institutions and local agencies to see how we rank among rental pricing, number of events on campus vs. personnel to support events, etc.
- Visit local area agencies to compare facilities, policies, services, operations

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.)

- We collect data but are not measuring effectiveness of our services and facilities.

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

- Begin process by comparing CAS vs. ACCED-I to see which set of standards best fits with our department
- Attend ACCED-I Conference Assessment Session to explore assessment opportunities
- Attend other Student Affairs Assessment Programs to explore assessment opportunities