

**STUDENTAFFAIRS ASSESSMENT PLAN
2005 - 2006**

Department: Alcohol & Other Drug Education

The Office of Alcohol and Other Drug Education offers diverse services to our campus population. I will respond to the Assessment Plan using the following key:

**Alcohol & Other Drug Education = AOD
KARMA (Peer Education) = K
Natural High (Social Programming) = NH**

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.)

AOD – A log is maintained in AOD of all individuals undergoing a Substance Abuse assessment. Tracked data include gender, race, age, year in school, referral reason and source. GPA information is accessible from our Intake Form. Students participating in campus awareness fairs are observed for trends relating to gender and race.

Written feedback is solicited from educational program participants in classrooms and residence halls.

Students completing “Alcohol 101 Plus” and “On Campus Talking About Alcohol” complete feedback forms to assess the value of the information. Demographic data is not collected.

K – KARMA students provide feedback on the Peer Education program through VSU’s on-line Instructor Evaluation form. The AOD coordinator/KARMA Instructor also solicits feedback for personal use and assessment.

NH – A “head count” is taken at each Natural High event and observable participation rates of race and gender are noted.

Participation rates for all events/programs are available in Semester and Annual Reports.

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

An AOD Evaluation Form (attached) has been developed for new and returning clients to provide feedback regarding “customer” satisfaction with AOD’s services, including reception staff and coordinator. In addition, a Program Evaluation Form (attached) has been implemented for students attending classroom presentations.

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.)

AOD – The Core Alcohol and Drug Survey is administered to a representative sampling of VSU students every two years. Demographic information is obtained and data includes usage rates for alcohol and drugs, perception of use, consequences of use, and awareness of prevention programs. Detailed analysis is provided which assists in channeling prevention/awareness efforts.

The AOD Program Evaluation Form also provides an opportunity to suggest changes and assess whether or not program objectives are being met.

K – The Feedback for Instructor Form seeks students’ comments regarding what is right about the class as well as ways to improve the course. Verbal feedback is also solicited throughout each semester.

NH – Seeks feedback from Natural High participants about desired activities through the distribution of “BE HEARD” feedback forms.

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

NH – We plan to have a survey of desired social programming placed in “The Spectator” to reach students that are not typically involved in Natural High events.

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.)

AOD – The AOD Evaluation Form and Program Evaluation Form are designed with forced answer options (Very Poor, Needs Improvement, Fair, Good, Excellent, Not at

All, Slightly, Moderately, Considerably, Extremely) as well as open-ended questions for suggestions and other comments.

K – The Feedback for KARMA Instructor form provides a 1 – 5 "level of agreement" option for each statement.

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

NH - A survey will be developed to assess the level of satisfaction of current Natural High participants as well as desired future social programming.

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.)

The Core Alcohol and Drug Survey is administered every two years to a random sampling of students. Participation is voluntarily and confidential. Completed surveys are sent to the University of Illinois, Carbondale, where they are scored. A written report is provided for our use. The survey asks questions regarding demographics, living arrangements, personal use of alcohol and drugs, perception about other students' use of substances, volunteerism, campus environment and perceptions of safety, and awareness of campus policies regarding alcohol and drug abuse.

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

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.)

Our "AOD Evaluation Form" gathers demographic information and overall satisfaction with AOD's services. Our "Program Evaluation Form" measures students' perception regarding the effectiveness of meeting stated Program Objectives.

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

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.)

I visited the campus of the University of Georgia and “shadowed” the AOD coordinator for a day to gather ideas for improving our program. I attend the annual Georgia Network Training Institute conference and confer with colleagues on what programs they have offered and had success with. VSU is one of a handful of Georgia colleges to have a full-time coordinator to address alcohol and drug issues.

I am aware of only one other institution (UGA) where the AOD coordinator is a certified substance abuse counselor.

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

I have contacted another state college regarding program assessment and will expand my scope of inquiries.

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.)

Our biannual conducting of the Core Alcohol and Drug Survey provides limited data pertaining to national trends of substance abuse on campuses but allows a direct comparison of responses for VSU students from past surveys.

I have evaluated the AOD using the CAS.

VSU conducts a Biennial Review to ensure compliance with the “Drug-Free Schools and Campuses Regulations of the Drug-Free Schools and Communities Act of 1989.”

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This Biennial Review represents a comprehensive gathering of policies, procedures, and practices from a cross-section of campus agencies that pertain to the issue of alcohol and drug use/abuse. Included documents represent all aspects of campus life; academics, recreational, and vocational. A copy of the Biennial Review is maintained in the Office of Alcohol and Other Drug Education.

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

I have invited a colleague from another university to conduct an on-site evaluation of the AOD program using the CAS.