

**STUDENTAFFAIRS ASSESSMENT PLAN
2005 - 2006**

Department: _____

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, how, when, how reported, etc.)

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

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, how, when, how reported, etc.)

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

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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, how, when, how reported, etc.)

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

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, how, when, how reported, etc.)

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

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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, how, when, how reported, etc.)

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

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

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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, how, when, how reported, etc.)

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