

The Assessment Committee  
Student Affairs  
Valdosta State University

STUDENT AFFAIRS ASSESSMENT PLAN  
2011-2012

Department: Health Promotions

**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.)**

A log is kept that indicates the number of students that attend presentations and an approximate number who attend special events and speakers on campus that Health Promotions puts on or sponsors.

An evaluation is administered at education program participants in classrooms & residence halls. The evaluation tracks students by age, classification, ethnicity, gender, residence, & status (full time/part time).

**Proposed and/or Additional Means of Assessment for 2011-2012 (who, what, when, how reported, etc.)**

The above means are reflective of the assessment committee suggestions.

**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.)**

The department is working with a Sociology graduate student on a needs assessment.

**Proposed and/or Additional Means of Assessment for 2011-2012(who, what, when, how reported, etc.)**

The above means are reflective of the assessment committee suggestions.

### **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)**

The program evaluation form is designed to rate the overall presentation with the choices of: very satisfied, satisfied, unsatisfied, very unsatisfied, or no opinion. They are also asked questions pertaining to learning outcome: strongly agree, agree, disagree, strongly disagree, or n/a.

#### **Proposed and/or Additional Means of Assessment for 2011-2012 (who, what, when, how reported, etc.)**

No plans at this time.

### **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.)

Program evaluations ask for students to identify age, classification, ethnicity, gender, residence, & status (full time/part time)

#### **Proposed and/or Additional Means of Assessment for 2011-2012 (who, what, when, how reported, etc.)**

The above means are reflective of the assessment committee suggestions.

### **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.)**

The department is creating a survey to administer to students based on learning outcomes such as student attitude, knowledge, & behavior.

**Proposed and/or Additional Means of Assessment for 2011-2012 (who, what, when, how reported, etc.)**

The above means are reflective of the assessment committee suggestions.

**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.)**

By contacting like institutions via phone or e-mail as well as interacting with colleagues at conferences.

**Proposed and/or Additional Means of Assessment for 2011-2012 (who, what, when, how reported, etc.)**

No proposed changes at this time.

**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.)**

Currently the office has based our standards from the American College Health Association.

**Proposed and/or Additional Means of Assessment for 2011-2012 (who, what, when, how reported, etc.)**

No proposed changes in this area.