

**STUDENTAFFAIRS ASSESSMENT PLAN
2005 - 2006**

Department: Housing and Residence Life

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.)

Semester Housing Profile (see attachment 1)

Program Evaluations (see attachment 2)

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

The Office of Housing and Residence Life staff assesses the needs of the residents through locally developed surveys, the ACUHO-I (Association of College and University Housing Officers – International) benchmarking survey, literature regarding college student development and direct observation.

Resident Assistants distribute interest survey's regarding the types of programs they would attend.

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

More effectively utilize survey results and benchmark against similar universities

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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, what, when, how reported, etc.)

The Office of Housing and Residence Life assesses resident satisfaction through the ACUHO-I survey.

The Office of Housing and Residence Life assesses the residential environments through the ACUHO-I survey.

The Office of Housing and Residence Life utilizes the Council for the Advancement of Standards (CAS) and ACUHO-I guidelines to determine if the department is meeting minimal standards in terms of mission, goals, policies, facilities and other dimensions.

The Office of Housing and Residence Life assesses cost effectiveness by comparing rates to University System institutions, peer group institutions identified in the University strategic plan and information contained in an off campus apartment guide maintained by the housing office.

Utilize Resident Assistant program evaluation (see attachment 2) and program evaluations by participant (see attachment 3).

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

Survey's distributed by RA's.

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

Utilize university demographic data

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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, what, when, how reported, etc.)

The Office of Housing and Residence Life does not currently directly assess the outcomes of the campus housing experience.

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

Use ACUHO-I survey results.

Use program evaluations to assess learning outcomes of educational programs.

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.)

Assessed through ACUHO-I survey

Participation in state, regional and national meetings/conferences/conventions.

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

Assessed through ACUHO-I survey

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

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ATTACHMENT 1

**Semesterly Housing Profile
Valdosta State University**

Semester: Spring Year: 2005

	Residence Halls												Apartments				Totals				
	Brown		Georgia		Hopper		Langdale		Lowndes		Patterson		Reade		Centennial		Converse		M	F	
Total Residents	186		151		145		413				211		100		337		90				1633
Race/Sex	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Black	26	18		74		79	15	119			74		34		57	105	21	45	227	440	667
White	62	73		74		62	27	225			122		60		80	80	10	12	361	526	887
Hisp	3							8			3		2		3	3	1	1	12	12	24
Other	3	1		3		4	5	14			12		4		5	4			29	26	55
Totals	94	92		151		145	47	366			211		100		145	192	32	58	629	1004	1633
Class	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Graduate								1							1	1	4	9	5	11	16
Senior	1			14		9	1	12			11		6		14	27	21	33	54	95	149
Junior	1	2		13		12	3	21			20		16		27	54	4	13	71	115	186
Soph.	5	3		35		37	8	73			42		37		39	71	1	2	132	221	353
Fresh.	87	87		89		87	35	258			138		41		64	39	2	1	367	561	928
SGRC								1												1	1
Other																					
Totals	94	92		151		145	47	366			211		100		145	192	32	58	629	1,004	1633

**Semesterly Housing Profile (Percentages)
Valdosta State University**

Semester: Spring Year: 2005

	Residence Halls												Apartments				Totals				
	Brown		Georgia		Hopper		Langdale		Lowndes		Patterson		Reade		Converse		M	F			
Total Residents	186		151		145		413				211		100		337				90		1633
Race/Sex	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Black	14%	10%		49%		54%	4%	29%			35%		34%		17%	31%	23%	50%	14%	27%	41%
White	33%	39%		49%		43%	7%	54%			58%		60%		24%	24%	11%	13%	22%	32%	54%
Spanish	2%							2%			1%		2%		1%	1%	1%	1%	1%	1%	1%
Other	2%	1%		2%		3%	1%	3%			6%		4%		1%	1%			2%	2%	3%
Totals	51%	49%		100%		100%	11%	89%			100%		100%		43%	57%	36%	64%	39%	61%	100%
Class	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Graduate								0%							0%	0%	4%	10%	0%	1%	1%
Senior	1%			9%		6%	0%	3%			5%		6%		4%	8%	23%	37%	3%	6%	9%
Junior	1%	1%		9%		8%	1%	5%			9%		16%		8%	16%	4%	14%	4%	7%	11%
Soph.	3%	2%		23%		26%	2%	18%			20%		37%		12%	21%	1%	2%	8%	14%	22%
Fresh.	47%	47%		59%		60%	8%	62%			65%		41%		19%	12%	2%	1%	22%	34%	57%
Dev.Stud.								0%												0%	0%
Other																					
Totals	51%	49%		100%		100%	11%	89%			100%		100%		43%	57%	36%	64%	39%	61%	100%

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ATTACHMENT 2



Valdosta State University
 Office of Housing and Residence Life
PROGRAM EVALUATION
 (To be completed within 24 hours of program)

Title of Program: _____

Date of Program: _____ Today's Date: _____

Program Coordinators:		
Name:	_____	_____
Floor: Building & Wing	_____	_____

Program Category: (Circle One)	Living	Floor community	Hall Community	Campus Community
	Learning	Floor Learning	Hall Learning	Campus Learning

Final cost of program: _____ Participation: _____

What were the goals of the program?

Were these goals met? Why or why not?

How successful was the program, and was the publicity effective?

How would you do it differently the next time?

Should this program be repeated? Why or why not?

RA/Hall Council Signature(s) _____

RHD Signature _____

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ATTACHMENT 3

Program Evaluation
(To completed by participants of the program)

Presenter/RA _____

Date _____

How did you find out about this program? (check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Flyer/poster | <input type="checkbox"/> Saw it happening and stopped by |
| <input type="checkbox"/> RA | <input type="checkbox"/> Heard about it from a friend |
| <input type="checkbox"/> Movie channel | <input type="checkbox"/> Other _____ |

Why did you attend this program? (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Socialize/have fun | <input type="checkbox"/> Learn about the topic |
| <input type="checkbox"/> Bored, had nothing else to do | <input type="checkbox"/> RA/friend asked me to come |
| <input type="checkbox"/> Free food | <input type="checkbox"/> Other _____ |

Did the program meet your expectations?

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Very satisfied | <input type="checkbox"/> Disappointed |
| <input type="checkbox"/> Satisfied | <input type="checkbox"/> No opinion |

Would you recommend this program to your friends? Yes No

How could the program be improved?