

**STUDENT AFFAIRS ASSESSMENT PLAN
2005 - 2006**

Department: _____ *Student 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.)

The Office of Student Affairs currently use evaluations to track of the approximate number of students that attend CAB events, those who enter and use the Game room, those who participate in Game room sponsored tournaments, those who attend Student Life special events such as the Happening and Homecoming Events, those students who participate in Volunteer Services , and those who use the facilities located in the Union.

Greek Life is currently able to track the number of students, their gender, their age, their class standing, whether or not they live on campus or off campus, and the race of each member their official rosters.

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

The Office of Student is fully aware of the need to gather more in-depth information on our clients so that we may better serve them. Our staff intends to work with the One Card office to utilize their portable card swipe machines periodically during each semester at programs and events so that we may gather the additional demographic information that we need.

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.)

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

The Office of Student is developing an advertising campaign to notify our students of an online questionnaire that we plan to have posted on our web site beginning fall of 2005. This survey will address their wants and needs from our office and these results will be used to plan for upcoming programs and 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.)

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

Greek Life, Volunteer Services, CAB (each committee), and special events from Student Life will collect (2) two satisfaction surveys at random during each semester. These surveys will be developed in conjunction with the IRB and distribution will begin fall semester of 2005.

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.)

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

In addition to the on-line questionnaire that will be available in fall of 2005, our office intends to distribute additional handouts to FYE classes, classes in the Business and Education schools, and during "The Happening" that will gives us additional information as to where our students live, gather and what are the best means to reach them.

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.

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Current Means of Assessment (who, what, when, how reported, etc.)

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

To assess the outcome of our services and how they did or did not contribute to the student's collegiate success and development we will use the results from the "Senior Exit Survey" that is distributed and developed by our IRB.

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.)

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

Contact has been with the University of West Georgia and assessment information and sample documentation have been requested. It seems to be the institution in our system that has the most similarities in student population and program offerings in their Student Activities office.

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.)

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

The appropriate national standard requirements will be reviewed, evaluated and documented for each area in the Office of Student Life beginning in the summer term of 2005 and will continue on an annual basis. It needs to be noted that every aspect of the standards will not be applicable due to the fact that we do not offer certain programs or services or we do not have the facilities to do so. The following standards will be used:

**Council for the Advancement of Standards in Higher Education*

**The Association of College Unions International*

**North American Interfraternal Conference*

**National Panhellenic Conference*

**National Pan Hellenic Council*