STUDENTAFFAIRS ASSESSMENT PLAN
2007 - 2008

Department: _____ **Office of Testing**_____

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 Testing tracks the number of examinees, the number of exams and the number of testing sessions by testing program during the semester. We keep track of the number of students who test under nonstandard conditions by program. The method of administration is tracked as well; whether tests are administered in a computer-based or paper and pencil format.

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

The Office of Testing is implementing Additional Means of Assessment to determine the demographics of the people we serve. Through the use of statistical reports generated in the office, through Institutional Research and from various national testing agencies we will determine the demographic make-up of our "customers". The information we want to determine is the gender, ethnic background, class standing, and residence of our customers. We are looking at data from the previous year as a starting point, and then build from that every year.

Results of Assessment

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 Testing administers a Test Center Survey to determine if we meet the needs of our customers in providing an atmosphere that is conducive to providing a constructive testing environment. The Test Center Survey is given at the end of local test administrations. National testing agencies have their own surveys attached to their tests. The Office of Testing receives the responses from some of these agencies, which directly relate to our center's part of the administration. The responses deal with the testing environment of the administration and the professionalism of the testing staff.

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

Currently we are working with Institutional Research to revamp our survey to gather more demographic data and to put the survey on-line, for computer-based tests, or a scannable form for paper tests.

Develop a data base to store the survey results which will allow for better data manipulation and will help us better serve students and market our serves.

Results of Assessment

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 Test Center Survey is used to determine if the Office of Testing provides a conducive testing environment, allowing the examinees to do their best. The Test Center Survey shows the degree of satisfaction of examinees towards the Office of Testing in providing an appropriate testing atmosphere.

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

Continue with current means of assessment, but determine who specifically our "customers" are, and which groups if any are under serviced.

Results of Assessment

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.)

Currently, the Office of Testing uses it's web site and office brochures to disseminate information out to it's customers. We take part in the Happening every year with a booth promoting the campus and the testing office. The Office of Testing participates in Visitation Day, New Faculty Orientation, International Student Orientation with a table to hand out information on the office and it's various programs to prospective students. The Office of Testing Resource Guide, a CD-ROM, is available to students, parents and staff with information about various testing programs and other departments on campus.

Information on testing program; such as test dates and times is on the marquee at the University Center.

We continuously update our website with the most up to date information on the various programs available to the campus.

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

Results of Assessment

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 Testing provides test administration conditions that ensure examinees are given a comparable opportunity to demonstrate their knowledge in an area being tested.

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

Determine how the Office of Testing helps with student retention. We propose to look at the passing percents on select programs and see how these reflect retention. We want to look at the COMPASS Placement program, CLEP program, the Miller Analogies Test (MAT) and the Regents' Testing Program.

Results of Assessment

## 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.)

National College Testing Association
National Council on Measurement in Education

State University of West Georgia
Georgia College and State University
University Of Tennessee, at Chattanooga
University of North Carolina, at Wilmington
University of North Florida
University of West Florida
Appalachian State University

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

Results of Assessment

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.)

The professional standards used by the Office of Testing at Valdosta State University are:

- **The National College Testing Association's Professional Standards and Guidelines for Post-Secondary Test Centers**

- **National Council on Measurement in Education's Code of Professional Responsibilities in Educational Measurement**

- **The Code of Fair Testing Practices in Education, Section B, by the Joint Committee on Testing Practices**

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

Results of Assessment