STUDENTAFFAIRS ASSESSMENT PLAN
2010 - 2011

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.)

Tracking the number of examinees, the number of exams and the number of testing sessions by testing program during the semester. Also tracking the number of students who test under nonstandard conditions by program. The method of administration (i.e. computer based, paper/pencil, etc.) is tracked as well. The only demographic measurement currently in use is class standing.

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

Implementation of a more in-depth approach to determine the demographics of those who use our office. Statistical reports generated in-house will help to determine the demographic make-up (gender, ethnic background, and residence of our customers) of those tested within our office.

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.)

Administration of a Test Center Survey to help determine the needs of our clientele. The Test Center Survey is given at the end of local test administrations and asks questions regarding perceived testing environment, professionalism of testing staff, etc.

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

Addition of questions to Test Center Survey to determine any needed tests that are currently not offered and to probe interest in extended testing hours during peak periods of testing.

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.)

Administration of a Test Center Survey to determine clientele satisfaction. The Test Center Survey is given at the end of local test administrations and asks questions regarding perceived testing environment, professionalism of testing staff, etc. 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.

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

No proposed additional means of assessment.

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.)

No current means of assessment.

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

Implementation of an online and distance learning specific survey to assess what affects this type of testing may have on this group of students and how the Office of Testing can assist these students better.

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.)

Test Center Survey includes a section asking students about the provided testing environment. Information gathered is used to assess any problems with the testing environment that might hinder a student's ability to perform their best.

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

No proposed additional means of assessment.

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.)

Non-scientific assessment through on-line collaboration with other members of the National College Testing Association and the Georgia College Testing Association.

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

Benchmark study of 5-10 similar institutions within the University System of Georgia.

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.)

End of Semester Reports are analyzed and compared to the following Professional standards adhered to by the Office of Testing:

- **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.)

No proposed additional means of assessment.

Results of Assessment