

**STUDENT AFFAIRS ASSESSMENT PLAN  
2010-2011**

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 Life currently use evaluations to track of the approximate number of students that attend CAB events, those who attend Student Life special events such as the Happening and Homecoming Events, and those students who use the facilities and services of the Student Union.*

*All Student Organizations including Greek Life are currently tracked by "CollegiateLink" .By using this program, we are able to record the number of students; their gender, their age, their class standing, whether or not they live on campus or off campus, the race of each member and their official rosters.*

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

*For additional tracking, the Office of Student life works in collaboration with the One Card Office to utilize our portable ID card readers periodically during each semester and at special events so that we may gather additional demographic information.*

**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.)

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 spring of 2011. This survey will address their wants and needs from our office and these results will be used to plan for upcoming programs and events.*

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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.)

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

*Greek Life, CAB (each committee), and Student Life/Student Union will collect (2) two satisfaction surveys at random during each semester.*

**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, the Student Life/Student Union staff will randomly distribute the questionnaire to students visiting the Union twice a semester.*

**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.)

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

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

*To research other means of collecting data and to work more closely with Strategic Research and Analysis office when deemed necessary.*

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**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.)

*Request and compare data from our peer institutions that have similar facilities and services.*

**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 and evaluated for each area in the Student Life and the Student Union 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*