Full-time students spend approximately one tenth of their time each week in class. The other 90% of the time students are not in class. So when and where does most learning take place? Student Affairs and Campus Life office have great opportunities to monitor and enhance learning at colleges and universities. At most places, this potential is untapped.

During this seminar/workshop participants will uncover prospective times and places for assessment and consider the kinds of approaches that have been effective on other campuses.
Some Units in Student Affairs

- Campus Recreation
- Disability Support Services
- Early Childhood Center
- Health Service
- Intercollegiate Athletics
- International Education
- Residence Halls
- Dining Services
- Counseling Center
- Spirituality Support
- International Student Services
- Leadership Center
- Union/Commons
- (Parking Services)

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Why Assess in Student Affairs

Comprehensive Assessment in Student Affairs Might Include:

- Needs assessment—assessing student needs
- Satisfaction—assessing student satisfaction
- Student cultures and campus environments
- Comparable institutions assessment
- Tracking—who uses services
- Standards assessment
- Outcomes assessment
- Cost effectiveness
Assessment Challenges
[--after Lavelle, McReynolds, Schultz, and Sperotto]

_____Experiences are often individual or self-selected
_____Absence of a sustained, common experience
_____A changing variable commuter population
_____Few incentives for students to participate
_____Facilitation of learning is not direct
_____Absence of a standard “content”
_____Absence of formal opportunities for common reflection and dialogue

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What would Student Affairs like to see students do?
What effects would you like to have? What outcomes do you want?

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Skills and behaviors appropriate for a career
An Assessment Survey
[---after Lavelle, McReynolds, Schultz, and Sperotto]

Student Affairs Assessment Inventory

This is an anonymous survey designed to reflect the impact of specific student affairs activities on students’ lives. It is important that student affairs professionals know how programs affect students so that they can support the learning and teaching purposes of the university.

Please respond to each question based on your participation in activities or events. Please indicate your response:

   a. Strongly agree
   b. Agree
   c. Neither agree nor disagree
   d. Disagree
   e. Strongly disagree

Thank you for your participation in this important project.

1. _____ Working on-campus has taught me the importance of punctuality.

2. _____ Participation in a student organization has helped me clarify my career goals.

3. _____ Participation in out-of-class activities has given me the opportunities to interact with faculty members.

4. _____ Attending out-of-class activities has not impacted my in-class performance.

5. I have learned to take responsibility for my actions because of my involvement in:

   __________________________________________________________

6. By participating in _________________________________________
   I have learned that it is important to treat others with respect.

7. Through my participation in _______________________________________
   I have learned to communicate more effectively in my classes.

8. My involvement in ___________________________________________
   has helped me understand the importance of listening to different opinions.

9. I have used decision making skills in my classes that I learned through my participation in
   _______________________________________________________, a student organization.

10. Comments: ____________________________________________________
How will you use assessment results?
Before starting an assessment project, ask these three questions
[—after Ewell]

1. What hypothesis governs your assessment?
2. If the accumulating evidence supports your hypothesis, what will you do about it?
3. If the accumulating evidence does not support your hypothesis, what will you do about it?

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Trudy Banta's suggestions for assessing in Student Affairs

• Use multiple survey questions to address each of the concepts being considered for assessment.
• Consider tying some survey questions to general education outcomes.

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Some References for Assessment, especially in Student Affairs