Student Affairs Assessment Monthly

The Role of Student Affairs in Student Learning Outcomes Assessment

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Abstract:
Assessment in student affairs has been around for nearly as long as student affairs has played a formal role in student learning. But as the student affairs role in and contributions to student learning have evolved, so too have the purposes of assessment in student affairs.

Student affairs professionals have much to offer to the assessment of student learning in the student experience, yet this potential is often overlooked and underutilized. Tracing the intersections of student affairs work with the efforts of broader institutional assessment, this paper describes the significant contributions student affairs professionals can make in campus-wide student learning outcomes assessment — by linking the student affairs mission to the institution's mission, purpose, and strategic plan; by forming partnerships with faculty and other administrators; and by sharing their expertise on student learning and development.

In order to accomplish this, however, leadership for assessment in student affairs needs to be more consistent; sufficient resources must be devoted to assessment, and assessment must be integrated into the work portfolio of all student affairs staff. Student affairs assessment that can lead to improved student learning asks penetrating questions about the student experience and gathers evidence of students learning and growing through the services provided by student affairs. Armed with such information, student affairs educators can measure as well as demonstrate how their work contributes to student learning.

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Assessment of the Month

The University Board and the Student Affairs Assessment Project of Eastern Illinois University recently conducted a survey of EIU students regarding their opinions for the upcoming 2011 Spring Semester Concert. Of the 468 students that completed the survey (16% response rate), seventy-five percent identified that they would prefer a music concert as opposed to a comedic concert. Students selected “Pop” as the most desired genre of music for the concert, followed by “Rock” and “Alternative”.

Of additional interest, students were asked to identify which day of the week they would most likely attend a concert. Overall, students responded that they would prefer to attend a music concert on a Friday. However, when looking at those students who selected “Pop” as their genre of choice, Thursday arose as the day of choice to attend a concert.

Written By: Levi Kosta-Mikel

Outcome Based Logic Models to Direct Program Planning & Assessment

Date: March 9th,
Time: 1:00 pm. to 2:00 pm.
Place: Paris Room, MLK Jr. Union
Presenter: Eric S. Davidson
Practitioners are called upon to demonstrate outcome impact of programs and interventions. At the conclusion of this workshop participants will be able to:

• Describe the difference between process and outcome measures
• Define impact, behavioral, and knowledge level outcomes
• Describe the difference between inputs and outputs in relation to program planning
• Develop an outcome based logic model to plan and assess programming.

If you need help on your assessment project, contact us by email at esdavison@eiu.edu or by phone at 581-7786