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Student Affairs Assessment Newsletter

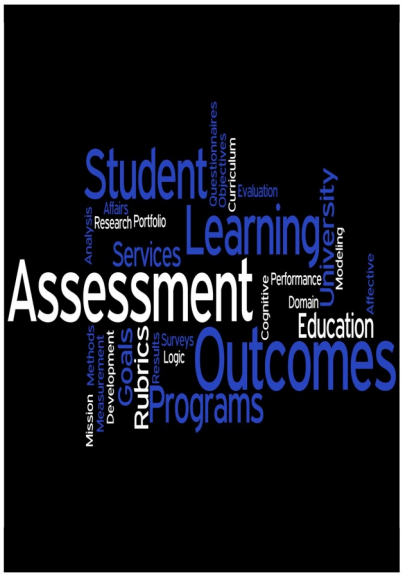
Committing to Quality: Guidelines for Assessment and Accountability in Higher Education

"The U.S. government has made a commitment to lead the world in postsecondary degree attainment." This action is critical in creating an economy that is not only competitive, but also healthy and stable. Success in our current economy will require greater levels of formal education. Surveys from employers indicate an increased emphasis on hiring individuals with higher levels of skills and knowledge, and with that comes postsecondary degrees.

However, the value of a college education is not primarily economic. Breadth of knowledge and understanding, an appreciation of diverse backgrounds and points of view, and the ability to analyze and problem-solve all combine to enhance a student's capacity for personal growth and responsible citizenship. The achievement of such goals requires the awareness of the quality of student learning. Colleges and universities are primarily responsible for assessing and improving student learning. It is important to ensure that students have developed the knowledge and skill sets that will prepare them for the "real world."

So the question is, "Are our students learning?" This question should be the driving force for colleges and universities as they work to prepare students for success in their own personal lives and future employment. This article goes into depth about several guidelines that higher education institutions can follow when assessing and improving student learning.

Find this article at: http://www.newleadershipalliance.org/images/uploads/committing%20to%20quality.pdf



Assessment of the Month—StepUp!

The Health Education Resource Center and the Student Affairs Assessment Team of Eastern Illinois University recently gave a survey to those students who had completed the StepUp! Bystander training, which is a program designed to inform students how to increase motivation and confidence to effectively intervene in situations. This survey measures the learning outcomes that are addressed in the presentation.

The results of the study indicate that many of the learning outcomes were achieved, with the majority of students answering the questions of the post-test correctly. Of those who completed the evaluation, 93.1% understood that the S.E.E. Model stands for Safe, Early, Effective. 88.1% of the students learned that the first step in deciding to help in an emergency is "noticing the event," and 82.2% recognized that "altruism" is not a stage in the model of the decisions bystanders make before helping (or not helping) in an emergency. Lastly, 81.2% knew that Perspective Taking includes all of the following: when you imagine how a person thinks/feels, imagine being in the same situation, and imagine you are the other person.