

# Student Pulse

a publication of the Office of Student Affairs Assessment  
Division of Student Affairs • University of Georgia

OFFICE OF  
**Student Affairs Assessment**  
Division of Student Affairs • University of Georgia



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Inside this edition of the *Student Pulse*, readers will learn about a new Division of Student Affairs assessment initiative. The Student Affairs Learning and Development Objectives (SALDOs) were created during the summer of 2007 to support the academic mission of The University of Georgia. In order to better understand the SALDOs, Leslie Atchley's article will explore the background and development, purpose, and goals of this unique initiative, while Joel Scott will share why the SALDOs are important to assessment practice. Closing this edition, J.P. Javier-Wong provides a detailed overview of how the Council for the Advancement of Standards in Higher Education (CAS) resources support the SALDOs initiative. Special thanks to Erin English, a member of the Division's Assessment Team, for sharing with our readers her example of implementing the SALDOs into an assessment plan and project.

## THE STUDENT AFFAIRS LEARNING AND DEVELOPMENT OBJECTIVES (SALDOs) INITIATIVE

BY LESLIE ATCHLEY

The Division of Student Affairs has developed a unique and innovative assessment initiative to better deliver its mission of enhancing the learning environment, promoting environments conducive to growth and discovery, and facilitating student development by integrating in-class and out-of-class experiences. The Student Affairs Learning and Development Objectives (SALDOs) initiative was created as a way to (1) systematically and intentionally attend to the learning and development of students, (2) support the General Education Curriculum of The University of Georgia (UGA), and (3) provide a framework for depart-

ments and professionals to show clearly how the work of Student Affairs supports the academic mission of our institution. The SALDOs represent eight essential knowledge and skill areas the Division seeks to impart to students through intentionally structured programs and services.

### *Development of the SALDOs*

The SALDOs were created through a collaborative process among the Student Affairs Leadership Team (SALT), the Office of Student Affairs Assessment (OSAA), and College Student Affairs Administration (CSAA), graduate program faculty. SALT members, who are the Directors of each department within the Division, came up with an initial set of objectives they believed were most important to the work of the Division. OSAA staff members then compared these objectives with objectives and outcomes found in professional literature, including a special focus on *Frameworks for Assessing Learning and Development Outcomes* (2006), published by the Council for the Advancement of Standards in Higher

Education (CAS). *Learning Reconsidered* (2004) and *Powerful Partnerships* (1998), two seminal documents in the Student Affairs field, were also consulted in the process. The objectives created by SALT were fleshed out to include definitions and descriptions as well as examples of accomplishment (to view definitions and descriptions of each SALDO see pages 6-8).

The organic, creative process that led to the development of the SALDOs represents an important balance between the unique objectives of Student Affairs at UGA, which are grounded in the knowledge and experience of administrators and faculty, and objectives presented in professional literature, which are grounded in learning and student development theory. The SALDOs also complement the University's General Education Curriculum. The SALDOs blend the objectives of Student Affairs and Academic Affairs at UGA as well as principles espoused in Student Affairs and assessment literature to support the overall academic mission of the institution.

### *Purpose and Uses*

The SALDOs are intended to be a framework or map of the Division's collective values from which more specific outcomes are developed and assessed. It is the role of the individual departments, with the support and guidance of OSAA, to create outcomes that align with the Divisional Objectives. It is not expected that each department will design programs and services to address all eight objectives; rather, the goal is that each department will focus on the objectives that best

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relate to its mission. The sum of the departments' work is intended to promote all eight SALDOs.

To educate staff about the SALDOs and ultimately infuse them throughout all Student Affairs practice in the Division, OSAA has begun conducting

**“The SALDOs are intended to be a framework or map of the Division’s collective values from which more specific outcomes are developed and assessed.”**

workshops to explain their purpose and practical uses in designing, assessing, and evaluating programs intended to promote student learning and development within the SALDOs. Beginning in spring 2008, Directors will submit periodic reports on how their assessment efforts have aligned with the SALDOs most relevant to their departments. The SALDOs are also being used in the curriculum of the Assessment Team, a group of practitioners representing each department in the Division who complete a ten-week course in assessment foundations and skills. Each member designs and conducts an assessment project based on one or more of these objectives; these individuals then go on to serve as assessment advocates and resources in their respective departments and further advance the infusion of the SALDOs (to see an example of an Assessment Team project plan utilizing the SALDOs, go to page 11).

#### ***Collaboration***

Though still in the early stages of implementation, the SALDOs are an excellent opportunity for collaboration between the Division of Student Affairs and UGA’s graduate preparation programs in Student

Affairs Administration. Both Master’s and doctoral students have begun to utilize the SALDOs as the framework for Master’s intervention and assessment projects and doctoral research studies. The assessment projects are often done in consultation with Student Affairs departments, which promote the graduate students’ learning, departmental assessment efforts, and infusion of the SALDOs. This spirit of collaboration aligns with one of the Division’s goals, which is to serve as an educational laboratory for graduate students. In addition, the SALDOs initiative has the full support of the Campus Student Research team, a group comprised of institutional research directors, Student Affairs graduate faculty, and academic administrators. This team is supporting the SALDOs as a comprehensive model that incorporates assessment of student learning and development across campus.

#### ***Sustainability***

In addition to training Division staff on the SALDOs and partnering with the Student Affairs graduate program, OSAA is also working to ensure sustainability and integrate the initiative into the culture of Student Affairs through a campus-wide comprehensive educational campaign. Institutional newsletters, Web sites, posters, and brochures detailing what the SALDOs are, how they can be utilized, and why they are important to student learning and development have been created to strategically communicate the SALDOs initiative to all members of the campus community. These efforts contribute to the sustainability of the initiative by transforming the perception of assessment from an intimidating or haphazard process into a purposeful comprehensive process embedded in the daily work of Student Affairs and supported by the leadership of the Division. sp

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National Association of Student Personnel Administrators & American College Personnel Association. (2004). *Learning reconsidered: A campus-wide focus on the student experience*. Washington, DC: Author.

#### **About the Author**

Leslie Atchley currently works as Coordinator of Assessment and Staff Development in the Office of Student Affairs Assessment. She holds a B.A. in English from the University of Virginia and an M.Ed. in College Student Affairs Administration from The University of Georgia. She formerly served as Graduate Advisor to the Student Government Association at UGA. Her professional interests include assessment and evaluation, student governance, curriculum development, and teaching and learning.

#### **Mission**

**The *Student Pulse* serves to introduce the University community to the unique research being conducted on college students both at UGA and in the field of Student Affairs. In addition, this publication serves to increase the Division’s exposure to, knowledge of, and experience with assessment principles.**

## WHY SALDOs?

BY JOEL H. SCOTT

The Student Affairs Learning and Development Objectives (SALDOs) initiative launched this year by the Division of Student Affairs is an important assessment strategy on many levels. The following sections highlight how the SALDOs initiative aligns with important principles in assessment literature, Student Affairs literature, and most importantly, the mission of the University.

### *Assessment in Literature*

Assessment literature points to the importance of creating a culture that sustains assessment practice (Bresciani, Zelna, & Anderson, 2004). All too often assessments in higher education are sporadic, one-shot efforts, completed in isolation from other departments (Barham & Scott, 2006). Isolated assessments are a common struggle in large Student Affairs divisions that are diverse in philosophy and practice. SALDOs lessen the likelihood of sporadic assessment efforts by providing a comprehensive vision to collectively organize individual assessment projects and unify a culture of assessment practice focused on the learning and development of students. Dr. Rodney Bennett, Vice President for Student Affairs, shared a similar vision of creating an assessment culture last year in an interview for the *Student Pulse* by stating, “I hope assessment will become normalized in the various operations so that practitioners can talk about it with ease and really begin to be creative with ways in which their areas can be assessed.” By providing detailed definitions and examples of accomplishment for each Learning and Development Objective, the SALDOs provide an easy way to talk about assessment. The SALDOs reflect the breadth and depth of what Student

Affairs professionals do on a daily basis in a language that is familiar and practical, an important component of creating and sustaining a culture of assessment and improvement.

A second important principle in assessment practice is to create outcomes that are meaningful (Bresciani, et al., 2004). Assessment projects are often not meaningful because they are not thoughtfully planned and conceptually guided by a respective mission or objective. The SALDOs were created to provide individual departments with the opportunity to design outcomes that align with the Division’s efforts to support the mission of the University. Measuring outcomes that highlight how a curricular or co-curricular program supports the mission of the Division is one of

“SALDOs reflect the breadth and depth of what Student Affairs professionals do on a daily basis in a language that is familiar and practical, an important component of creating and sustaining a culture of assessment and improvement.”

the most important principles in assessment practice as it can be used for accreditation preparation, quality enhancement, strategic and fiscal planning, policy development, and improved campus-wide collaboration and communication (Upcraft & Schuh, 1996; Love & Estanek, 2004).

### *SALDOs in Professional Literature*

Student Affairs professional literature highlights the importance of measuring student learning and development as it relates to a university’s academic mission (AAHE, ACPA, NASPA, 1998;

NASPA & ACPA, 2004; CAS, 2006). *Learning Reconsidered* (2004), a recent document developed by the two major national organizations for Student Affairs, calls for divisions to participate in measuring learning across campus. Similarly, Maki (2004) encourages educators to design maps of assessment practice to demonstrate the efficacy of campus curricular and co-curricular efforts. The SALDOs document has been referred to as a framework or map guiding assessment efforts. Ultimately, the goal of the SALDOs initiative is to serve as a working map that shares the story of what we do in Student Affairs and how students are learning and developing at The University of Georgia.

### *SALDOs and the Academic Mission*

Assessments should always reflect what is important to an organization (Bresciani et al., 2004). The overarching mission of the Division of Student Affairs is to support the academic mission of the institution by enhancing learning environments for students. Specifically, the Division supports the institution’s academic mission through its “commitment to the total development of students by contributing to their physical, occupational, social, environmental, intellectual, spiritual, and emotional growth” (University of Georgia, 2007). The Division promotes many ways that students learn and develop through University Housing and Residential Education, Judicial Programs, Student Support Services, Greek Life, Campus Life, the University Health Center, Counseling and Psychiatric Services, the Disability Resource Center, Financial Aid, Extended Campuses, University Testing Services, Recreational Sports, and Intercultural Affairs.

To assess the efficacy of such a diverse Division as it relates to the academic mission of the institution

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requires an assessment plan that is organic and comprehensive, both important principles to consider in Student Affairs assessment processes (Barham & Scott, 2006). The development of the SALDOs organically reflects the call in literature to create assessment objectives that support what is espoused and valued within Student Affairs and the institution (Strayhorn, 2006). By grounding the SALDOs in the mission of the Division and institution from the outset, future assessment projects will close the loop by showing evidence of effective practice as it relates to the mission (Bresciani et al., 2004).

#### Summary

In a multi-institutional study looking at universities that promote effective educational practices and student success, one of the findings that emerged across all institutions was a sustained ethos of improvement (Kuh, Kinzie, Schuh, & Whitt, 2005). These institutions of all types had a clear focus on ways to assess effectiveness. The SALDOs initiative, likewise, seeks to create a culture of assessment across the Division that documents effective ways to stimulate student learning and development and areas in which we can improve our practice. Both *Learning Reconsidered* (2004) and *Powerful Partnerships* (1998) challenge the profession of Student Affairs to be actively involved in the creation and assessment of student learning and development. The SALDOs are an example of an innovative and effective Division-wide initiative that employs creative and sound assessment principles to improve student learning, development, and success. The SALDOs initiative has been developed through collaborative processes within Student and Academic Affairs to ensure its relevance and support of the academic mission of The University of Georgia. sp

**“If Student Affairs departments do not do assessment, they will be unable to measure their effectiveness or determine what students are getting out of their programs and services”**

### 2006 Culture of Assessment Survey Response

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UGA Student Affairs  
Division of

## STUDENT AFFAIRS LEARNING AND DEVELOPMENT OBJECTIVES (SALDOS)

The Division of Student Affairs enhances the learning environment for students. We accomplish this by stimulating the learning process, integrating in-class and out-of-class experiences, promoting an environment conducive to growth and discovery, and facilitating intellectual, spiritual, social, occupational, physical, cultural, and emotional development.

As a means for facilitating learning for our students, The Division has identified specific areas, referred to as objectives, in which we seek to promote student growth and development through intentionally structured Student Affairs programs and services. We are committed to the success of each student; therefore, we are systematically integrating the objectives throughout the Division at all levels. Students who engage in our programs and services will have a deliberately structured curriculum that advances their knowledge in these key areas.

Descriptions of the objectives and examples are provided on the following pages (6-8). The examples are not intended to be comprehensive; rather, they provide a more tangible means to understand the objectives and serve as stems to inspire the construction of specific outcomes for individual departments, programs, or services.

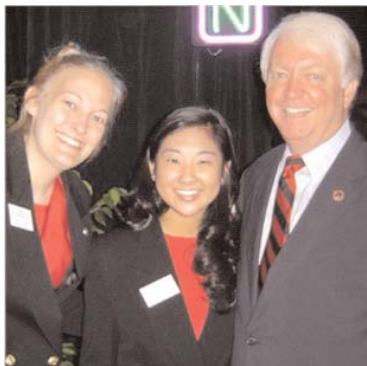
It is important to note that the creation of the Student Affairs Learning and Development Objectives was a year long process. Initially, the Student Affairs Leadership Team (SALT) created a set of learning and development objectives. These statements were then compared to professional literature, specifically the *Frameworks for Assessing Learning and Development Outcomes* (FALDOs), a new resource published by the Council for the Advancement of Standards in Higher Education in 2006. FALDOs offers a valuable framework for expanding the scope of these objectives by providing theoretical context, outcome indicators, quantitative and qualitative case study examples, and relevant assessment instruments. Additionally, *Learning Reconsidered*, a nationally recognized philosophical document, also served as a resource in the creation of the objective descriptions. What follows is an expansion of the original SALT outcomes that incorporates corresponding language, descriptors, and examples from FALDOs.

# UGA Student Affairs Division of

**It is the objective of The Division of Student Affairs to facilitate student learning and development in the following areas:**

## **LEADERSHIP**

Involves self-awareness; direct and honest communication; respect for others; building trust; visualization of group purpose and desired outcomes; teamwork; risk taking; role modeling/mentoring; commitment to civic responsibility; initiation of change for the common good; responsibility and accountability



Examples of achievement include (but are not limited to):

- Articulates a personal leadership philosophy or style
- Serves in a leadership position in a student organization
- Comprehends group dynamics and adjusts leadership style accordingly
- Identifies personal skills and abilities
- Exhibits democratic principles as a leader
- Sets measurable, manageable, and meaningful goals
- Offers leadership roles to others
- Recognizes level of influence with others and uses it in a positive and productive manner

## **INTERCULTURAL COMPETENCE**

Involves awareness, understanding, and appreciation of the differences in and contributions of others; acknowledgement of and respect for diverse viewpoints; understanding one's own identity and culture; understanding the impact of diversity in society

Examples of achievement include (but are not limited to):

- Seeks involvement with people different from self
- Articulates the advantages and challenges of a diverse society
- Appropriately challenges the use of stereotypes by others
- Demonstrates appreciation for art, music, and forms of expression created from diverse perspectives
- Defines diversity accurately in one's own words



## **COGNITIVE DEVELOPMENT**

Involves acquisition of knowledge; critical thinking in problem solving; use of complex information from a variety of sources to make decisions or form opinions; application of prior information to a new situation or setting; integration of cognition, identity, and emotion; pursuit of lifelong learning

Examples of accomplishment include (but are not limited to):

- Writes and speaks coherently and effectively
- Articulates justifiable rationale for chosen perspectives
- Expresses appreciation for literature, fine arts, math, or science, etc.
- Produces personal, educational, and career goal statements
- Integrates in-class and out-of-class learning into career exploration and decision-making



# UGA Student Affairs Division of

## INTERPERSONAL SKILLS

Involves acceptance of others; balance of self-reliant behaviors with healthy forms of dependency; establishment of mutually rewarding relationships; intimacy; comfort interacting with others in diverse settings

Examples of accomplishment include (but are not limited to):

- Listens to others' points of view
- Demonstrates civility and kindness
- Assists others in need
- Is dependable
- Makes commitments and follows through



## SELF-ESTEEM

Involves functioning without need for constant reassurances from others; reasonable risk-taking; demonstration of personal control; self-motivation; feelings of usefulness; development and confirmation of identity; confidence, ethics, and integrity; realistic self-appraisal and self-understanding



Examples of accomplishment include (but are not limited to):

- Demonstrates assertive behavior
- Acknowledges and can describe personal qualities
- Functions on the basis of personal, identity, ethical, spiritual, and moral values
- Initiates actions toward achievement of goals
- Accomplishes tasks in an environment where little direction is given

## COLLABORATION

Involves respectful treatment of others; balance of independence and interdependence in group settings; conscientiousness and self-awareness; cooperative work with others; establishment and maintenance of relationships

Examples of accomplishment include (but are not limited to):

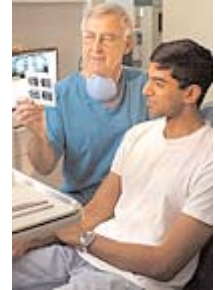
- Demonstrates effective listening skills
- Works cooperatively with others by giving and taking
- Seeks involvement of others
- Seeks feedback
- Contributes to achievement of group goals



# UGA Student Affairs Division of

## HEALTHY BEHAVIOR

Involves engaging in activities that enhance personal wellness (physical, intellectual, social, emotional, spiritual); choosing environments that promote health and reduce risk; understanding the connection between health of individuals and health of the natural environment and community; recognizing one's role in fostering and sustaining a sense of community; understanding consequences of behavioral decisions



Examples of accomplishment include (but are not limited to):

- Articulates relationship between health/wellness and accomplishing life goals

- Participates in recreation and fitness activities

- Demonstrates and reports engagement with academic and co-curricular activities

- Exhibits emotional well-being and care-taking in relation to self and others

- Engages in positive self-care, including healthy diet, regular exercise, personal hygiene, and sufficient sleep in routine patterns

## SOCIAL RESPONSIBILITY

Involves understanding the importance of service to others; awareness of community needs; view of self as a member of the global community; participation in development, maintenance, and/or orderly change of community, social, and legal standards or norms; tolerance and care for others

Examples of accomplishment include (but are not limited to):

- Participates in service/volunteer activities

- Articulates a meaning of citizenship

- Formulates ethics and engages in ethical decision-making

- Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups

- Communicates civic and historical knowledge

- Understands and participates in relevant governance systems

- Uses classroom learning in real world settings



<http://www.uga.edu/studentaffairs/assess/>

## SUPPORTING THE SALDOs INITIATIVE - UNDERSTANDING CAS RESOURCES

BY J.P. JAVIER-WONG

To better understand the Division of Student Affairs SALDOs initiative, the remainder of this article focuses on CAS professional literature, which provides additional contextual information on assessing student learning and development objectives.

### What is CAS?

Founded in 1979, CAS was established to provide professional standards for Student Affairs professionals and institutions that work specifically with college-aged students. Consisting of a consortium of 36 professional organizations, which represent over 100,000 members CAS is reflective of all functional areas in the college and university setting. CAS emphasizes six focus areas: 1) students and their institutions; 2) diversity and multiculturalism; 3) organization, leadership, and human resources; 4) health engendering environments; 5) ethical considerations; and 6) self-regulation and self-assessment (Council for the Advancement of Standards in Higher Education, 2006). These guiding principles place the needs of the students as well as student learning and development as central to an institution's mission. It is the responsibility of Student and Academic Affairs to create environments where these students can thrive.

CAS publishes several resources that are useful in understanding assessment. *The CAS Professional Standards for Higher Education*, in this article referred to as the CAS Standards and Guidelines, and the *Frameworks for Assessing Learning and Development Outcomes* (FALDOs) provide

recommendations for best practices. These texts were written with the educator in mind and can be used as a starting point to evaluate and improve practices and procedures within Student Affairs functional areas.

First published in 1986, the CAS Standards and Guidelines organized the college campus into 37 functional areas, including - but not limited to - academic advising programs, counseling services, and residential life programs. CAS Standards are fundamental requirements for practice that are achievable by any and all program providers. CAS Guidelines exist to

**“Grounded in student development theory and drawing from other academic disciplines, the FALDOs are intended to assist educators with the design and measurement of specific learning and development outcomes.”**

enhance programs beyond their basic functions.

Each section of the CAS Standards and Guidelines follows a uniform format, consisting of 13 components that are considered essential to any department; assessment and evaluation is the final component listed. The presence of assessment as one of the 13 components reinforces the importance of measuring student learning and development across all functional areas of campus. Student Affairs professionals can use CAS Standards and Guidelines to learn more about functional areas with which they are less familiar. It can also serve experienced practitioners in collaborating with colleagues both inside and outside of their functional areas by focusing conversations and collective efforts around the 13 identified components.

### What are FALDOs?

Given the renewed emphasis on accountability in higher education, CAS recognized the need for a document that further explained how to assess student learning and development and merge student development with practical application.

If the CAS Standards and Guidelines answer the “what” and “why” questions of assessment, then *Frameworks for Assessing Learning and Development Outcomes* (FALDOs) provides answers to the “how” questions. FALDOs explicitly introduce student learning and development into each functional area. Grounded in student development theory and drawing from other academic disciplines, the FALDOs are intended to assist educators with the design and measurement of specific learning and development outcomes. These assessment efforts help in answering questions like, “How are students impacted by our programs and services?” and “How do we know what students have learned?”

FALDOs is a companion text to CAS Standards and Guidelines and serves as a practical guide for creating learning and development outcomes. By focusing specifically on student learning and development, FALDOs is able to provide educators with specific examples of assessment outcomes. These examples are structured around 16 student learning and development domains as identified by CAS. The 16 domains are: 1) intellectual growth, 2) effective communication, 3) enhanced self-esteem, 4) realistic self-appraisal, 5) clarified values, 6) career choices, 7) leadership development, 8) healthy behavior, 9) meaningful interpersonal relationships, 10) independence, 11) collaboration, 12) social responsibility, 13) satisfying and productive lifestyles, 14) appreciating diversity, 15) spiritual awareness, and 16) per-

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sonal and educational goals. The eight UGA SALDOs incorporate aspects from these 16 learning and development domains (for more on each SALDO see pages 6-8).

FALDOs promotes a brief introduction of each learning and development domain, which is followed by its theoretical contexts. The bulk of each chapter focuses on relevant variables, assessment examples (one qualitative and one quantitative), and a listing of appropriate instruments. Chapters conclude with supplemental resources to further understand the learning and development domains. In using FALDOs, Student Affairs educators have a resource that clearly instructs them on how to begin assessing student learning and development.

#### Summary

As we see from the UGA Division of Student Affairs mission statement, we are committed to the learning and development of our students. Through the development of the SALDOs, Student Affairs intends to systematically deliver quality programs and services to the UGA student community. By drawing from the collective expertise of the department directors, the staff of OSAA, and CAS materials, we are able to move forward, confident in our efforts to provide high-quality learning environments for the students at The University of Georgia. sp

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### About the Author

John Paul (J.P.) Javier-Wong graduated with his B.B.A. in Hospitality and Tourism Management from James Madison University in Harrisonburg, VA in 2003. After working for George Mason University in Arlington, VA, J.P. was accepted into the College Student Affairs Administration program at UGA. His graduate assistantship is in the Office of Student Affairs Assessment. In the spring 2008 semester, J.P. will work with University Housing as a practicum student for the Office of Staff Development and Judicial Programs.

### Designing Outcomes:

#### The 3 M's

1. Is the outcome measurable? *Can you actually assess this outcome and understand it?*
2. Is the outcome meaningful? *Does this outcome support the mission of your department?*
3. Is the outcome manageable? *When creating outcomes, it is important to focus on one or two areas at a time.*

Adapted from: Bresciani, M. J., Zelna, C. L., & Anderson, J. A. (2004). *Assessing student learning and development*. Washington, DC: NASPA.

## Congratulations to the Graduates of the Fall 2007 Division Assessment Team

The following Student Affairs professionals recently completed a 10 week training on assessment practice provided by the Office of Student Affairs Assessment (OSAA). In addition to completing the course work, the following individuals designed assessment plans incorporating the SALDOs which will guide their assessment projects this semester.

|                  |                             |
|------------------|-----------------------------|
| Josh Podvin      | Campus Life                 |
| Amy Anderson     | Intercultural Affairs       |
| Erin English     | Health Promotion-UHC        |
| Akilah Carter    | Recreational Sports         |
| Peter Moes       | University Housing          |
| Angela Cote      | Disability Resource Center  |
| Amber Robbins    | Financial Aid               |
| Christie Stegall | University Testing Services |

Each fall, OSAA educates a diverse group of Student Affairs professionals in assessment practice in order to support a Division-wide culture of assessment and evaluation.

## ASSESSMENT PLAN UTILIZING SALDOS

BY ERIN ENGLISH

Erin English recently completed the 10 week Assessment Team training provided by the Office of Student Affairs Assessment. One of the outcomes of the training is for participants to create an assessment plan during the fall and complete an assessment project in the spring semester. The following is an outline of a model plan that incorporates the SALDOS.

**Mission:** The John Fontaine, Jr. Center for Alcohol Awareness and Education supports the Health Center mission by providing effective alcohol and other drug prevention and intervention services and engaging in collaborative efforts to change the environment, so that students can become responsible citizens of the campus and community.

**Related Student Affairs Learning and Development Objective (SALDO):** The work of The Fontaine Center and this assessment project most closely align with the Healthy Behavior Objective, as the overarching goal of the Center is to enhance personal wellness by empowering students to reduce their risk of experiencing alcohol and other drug-related problems.

**Assessment Project Objective:** Evaluate the extent to which the CHOICES II program for high-risk athletic teams enhances the participants' understanding of the impact of team culture on drinking behavior.

### **Assessment Project Outcomes:**

1. Student-athletes will identify at least one specific factor related to team culture that influences their intention to drink as indicated by post-program interviews with purposefully selected participants.
2. Student-athletes will identify three ways that high-risk drinking influences their athletic performance as indicated by post-program interviews with randomly selected participants.
3. Student-athletes will identify three strategies to reduce their risk of health, legal, or impairment problems related to high-risk drinking choices through post-program written reflections.

**Assessment Overview:** The program's short-term impact will be assessed in two ways: 1) structured interviews with a purposeful sample of participants, and 2) written reflections by participants immediately following the program.

### **Assessment Steps:**

1. Employ Qualitative Methodology
2. Formulate questions to structure the post-program interviews; formulate standards or rankings to document evidence of learning outcomes
3. Select purposeful sample of participants
4. Acquire IRB approval; intentionally plan CHOICES II program curriculum; pilot interview questions with other health educators (validity)

### **Evaluation (closing the loop):**

Examine interview results for themes that may indicate program strengths and/or the need for curriculum revision

### **Reporting Results:**

Report data to Director of Sports Medicine and coaches when deemed appropriate  
Report data internally to Health Promotion staff

### **Why is improving this important?**

1. Research indicates that team culture strongly influences drinking behavior. Raising awareness among student athletes about that particular determinant of their behavior is a critical first step to changing the culture.
2. One of the goals on The Fontaine Center's strategic plan is to intentionally target high-risk groups on campus with effective programs. Athletes are one such group; we need to know that the work we do with athletes is effective.

### **About the Author**

Erin English is the Alcohol and Other Drug (AOD) Prevention Coordinator in The John Fontaine, Jr. Center for Alcohol Awareness and Education, housed in the Health Promotion Department of the University Health Center. After earning a Master of Public Health (MPH) degree from UGA in August 2005, she became a Certified Health Education Specialist and assumed the role of health educator in October 2005. Erin currently provides AOD education to members of the University community, teaches PRIME for Life, facilitates the CHOICES program for UGA athletes, and administers myStudentBody.com, the mandatory online alcohol program for first year and transfer students.

# OSAA on the Web

<http://www.uga.edu/studentaffairs/assess>

The OSAA Web site serves as a resource for educators who would like to learn more about assessment.

The site offers a variety of information about OSAA, including:

- A list of selected projects
- Reports from selected projects
- Consulting services and processes
- Assessment Team 2007 curriculum
- Examples such as IRB forms

You can also access general assessment and research information, including:

- A glossary of assessment terminology
- A list of available research grant and funding sources
- Links to other assessment-related organizations

If you have any questions about OSAA or the Web site, contact us at (706) 542-3564 or [osaamail@uga.edu](mailto:osaamail@uga.edu).



The screenshot shows the OSAA website homepage. At the top right is the logo for the Office of Student Affairs Assessment, University of Georgia. Below the logo is a navigation menu with links: ABOUT OSAA, RESEARCH PROJECTS, CONSULTING INFO, ASSESSMENT TEAM, ANNUAL PROCESSES, STUDENT PULSE, and RESOURCES. The main content area features a 'Welcome!' section with a paragraph about the office's role in providing professional leadership and technical assistance. Below this is a 'Contact Us' section with the address: University of Georgia, Student Affairs Assessment, 201 Holmes/Hunter Academic Bldg., Athens, GA 30602. Contact information includes phone (706-542-3564) and email ([osaamail@uga.edu](mailto:osaamail@uga.edu)). A small image of the Hunter Academic Building is also visible. On the right side of the screenshot, there are two promotional boxes: 'Did You Know?' with a statistic about student awareness of resources, and 'OSAA Update' with a link to the latest Student Pulse.



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