

## SACS Interim Report

### Assessing Effectiveness - Department of Campus Life

The Department of Campus Life is responsible for providing holistic and transformative educational experiences for Clayton State students. *Our mission is to provide opportunities for students to learn and develop personal and professional skills by engaging them in educational, multicultural, service-based, and social experiences.*

Each program and initiative requires a specific assessment plan. Most of the programs and initiatives utilize closed-ended questionnaires which directly align with an intended outcome(s). In addition, some programs and initiatives utilize group reflection, open-ended questions (i.e. essays, blogging, interviews/reflections), and qualitative visual analysis (by an assigned Campus Life staff member). Campus Life typically employs a variety of methods (*triangulation*) to determine if student-learning occurred and the objectives were met.

Since 2008, Campus Life has expanded the quantity and depth of their programs and services in order to enhance the student collegiate experience. Campus Life has coordinated well over 1,000 student activities, meetings, and events. Over 25 new student organizations have registered which has brought the total to 75, a new all-time high for Clayton State. In addition, Campus Life has generated over 4,000 student volunteer hours and developed partnerships with two local high school tutoring programs. In recognizing the national trend for students to graduate from college with an understanding of multicultural and leadership principles, Campus Life has coordinated over 30 multicultural specific programs and initiatives, certified over 20 individuals as Safe Zone allies, and engaged over 2,500 students in various multicultural and leadership programs, conferences, discussions, and workshops.

Campus Life has employed a variety of methods to determine program and initiative effectiveness. In the last two years, Campus Life has not registered one evaluation with negative feedback regarding programmatic effectiveness. In fact, over 90% of the feedback received from the various assessment tools has indicated strong satisfaction with Campus Life programs and initiatives. This feedback has been compiled from a variety of Campus Life assessment tools that include interviews, blogging, group discussions, peer interaction/monitoring, and questionnaires. In each of the reports (*for example: referencing Alternative Spring Break, Dec. 2009*), the feedback has suggested that student-learning was in fact occurring. This is validated by student's ability to articulate and display specific outcomes via discussion with staff and their peers as well as through written reports. The same feedback and proof of student-learning is apparent in other Campus Life signature programs such as: the Diversity and Multicultural Conference, Service Learning Series, Leadership Discussions, and Student Organization Developmental workshops.