Student Services 'Question Bank' for Types of Assessment[1]:

Tracking Use
- Who uses services, programs, workshops & facilities?
- How many students participated?
- How are they described? (gender, race, ethnicity, age, class standing, FT, PT, first time student, transfer, continuing)
- How many students were invited to participate in the survey, evaluation, workshop, etc.?
- How many students responded to the survey, evaluation or workshop, etc.?
- How do these students compare to the overall population?
- Do these students represent the overall student population?

Needs Assessment
- Are we meeting the students' needs in activities and programs offered?
- How do we distinguish between needs and wants?
- How do we know if what we offer fits our students' needs?

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Student Needs Focus Group Protocol [1](Adapted from Assessment Practice in Student Affairs)
Evening Student Needs

Thanks very much for joining me today for this discussion. My name is _____ and I am _____at WTCC. We are here to visit for a few minutes about services available to you as evening students. Your participation in this group is voluntary. You may leave at any time. I will not attribute anything said to any specific person. If these conditions are agreeable to be you let us begin.

1. Why did you enroll at WTCC?
2. How long have you been an evening student at WTCC?
3. If you could do it all over again knowing what you know now, would you enroll in evening classes at WTCC? Why?
4. What is it like being an evening student at WTCC?
5. Have you had any particular problems or challenges being an evening student at WTCC?
6. What services and resources do you use at WTCC at night?
7. Are there other services or resources you wish WTCC would provide to evening students?
8. If you were in charge of all the services available for evening students at WTCC, what would be one service you would not change? What would you change immediately?
9. What should I ask you about services for evening students at WTCC that I have not?
10. Is there anything else you would like to tell me?

If you have any questions, contact I.M. Doingastudy, at ### SSB, WTCC, or by telephone (919) 866-#### or by email name@waketech.edu. Thank you for your help with this project. The results will be available in about six weeks on WTCC's Web site: www.waketech.edu.

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Satisfaction Assessment

- Point of Service (POS) evaluations, surveys (paper, online, email, follow up)
- What is their level of satisfaction?
- What are convenient times to meet with staff?
- What is their expectation? Was their expectation met?
- What strengths & suggestions for improvement do they identify?

Student Services Evaluation Adapted from WTCC Northern Wake Campus

Date: _____

Please check the service area that you visited today.

☐ Admissions　　☐ Registration　　☐ Academic Advising　　☐ Financial Aid

☐ Veterans Affairs　☐ Testing　　　☐ Career Counseling

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The staff member who assisted me had a friendly and welcoming attitude.	5	4	3	2	1
The staff member who assisted me was knowledgeable about my concerns.	5	4	3	2	1
Before I was assisted I waited ____minutes.	0 - 15	15 - 30	30-45	45 - 60	over 60
The staff member who assisted me was helpful in resolving my concerns.	5	4	3	2	1
Overall, I was satisfied with the service.	5	4	3	2	1
Are there any comments that you would like to share about our service or your visit?					

Student Cultures and Campus Environments Assessment

- What are collective perceptions of campus environments?
- What is the climate on campus?
- What is the academic environment both inside & outside the classroom?

WTCC Environment Interview Protocol [1](Adapted from Assessment Practice in Student Affairs)
First Time in College Student – First Semester Experience

Thanks very much for joining me today for this discussion. My name is _____ and I am _____at WTCC. We are here to visit for a few minutes about what life is like on WTCC campus for new students. Your participation in this group is voluntary. You may leave at any time. I will not attribute anything said to any specific person. If these conditions are agreeable to be you let us begin.

1. Why did you choose to enroll at WTCC?
2. Has attending this college the first semester turned out the way you expected?
3. What do you like best about attending WTCC? Why?
4. How might your first semester experience be improved?
5. What services and resources did you use during your first semester?
6. What effect, if any has your experience with using these services (Admissions, Registration, Academic Advising, Financial Aid, Veteran Affairs, Testing, and Career Counseling) had on your academic success this semester?
7. What would you like to tell your friends who go to other colleges about WTCC?
8. Is there anything else that you would like to tell me about your first semester experience at WTCC?

If you have any questions, contact I.M. Doingastudy, at ### Student Services Building, WTCC, or by telephone (919) 866-#### or by email name@waketech.edu. Thank you for your help with this project. The results will be available in about six weeks on WTCC's Web site: www.waketech.edu.

Outcomes Assessment

- Is there any effect on their learning, development, or academic success?
- What are other intended learning outcomes?
- Can program interventions be isolated from other variables that may influence outcomes, such as background, characteristic and other experiences?
- Are there other outcomes important to effective student services & programs?
- Is what we're doing having any effect, and, if so, is that affect the intended one?

Effectiveness of the Academic Advisement Checklist Adapted from WTCC Northern Wake Campus	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The academic advisement checklist was helpful in organizing/structuring my advising session.	5	4	3	2	1
I learned something new about Wake Tech by using the academic advisement checklist.	5	4	3	2	1
After using the academic advisement checklist, I know my next steps in the enrollment process.	5	4	3	2	1
I am better prepared for this upcoming semester after using the academic advising checklist.	5	4	3	2	1
I will seek information/guidance from another department because of my use of the academic advisement checklist. Please list department: _____	5	4	3	2	1
What was the most beneficial part of the academic advisement checklist?					
What would you like to add or change about the academic advisement checklist?					

Student Learning Outcome Examples Student Affairs Leadership Council, Education Advisory Board, www.educationadvisoryboard.com	Area	Example Measures
"Students will learn skills that enable them to achieve their academic goals (e. g. anxiety management, study strategies, time management, etc.)" - *John Carroll University*	Academic Improvement	• Evaluation
"Students will demonstrate knowledge of the Code of Student Conduct." – *North Carolina State University*	Knowledge of Regulations	• Conduct Data • Interviews • Document Analysis
"The student will be able to acquire, use and refine teamwork skills and leadership qualities (in groups) to obtain goals." – *University of Idaho*	Teamwork	• Documented Observations • Checklist • Tracking Behavior
"As a result of their participation in clubs and organizations, students will be able to identify & demonstrate characteristics of sound leadership including governance & management, leadership responsibilities, and working in teams." – *Arizona Western College*	Leadership	• Evaluation • Documented Observations
"Students will demonstrate their knowledge & understanding of career decision-making process that will enable them to make informed/educated decisions about their choice of major and/or career path." – *Georgia Tech*	Understand the Career Process	• Document Review • Evaluation
"Students will articulate and connect the importance of being engaged with their communities to the personal growth." – *North Carolina State University*	Community Involvement	• Reflection Writing

[1] Reference: Schuh, John H., Upcraft, M. Lee, and "Associates, Assessment practice in Student Affairs, An Application Manual (1st ed.) 2001

Types of Assessment   Page **5** of **6**   26-June-2013

Comparable Institution Assessment

- How does the quality of services, programs & facilities compare with "best in class" comparable institutions? (benchmarking)
- How do others achieve their results?
- How can we translate their process to our own environment?

National Standards Assessment

- How do our services, programs & facilities compare to accepted national standards such as Council for the Advancements of Standards (CAS) for Student Services/Developmental Programs? (benchmarking)

How much has your experience at WTCC contributed to your knowledge, skills, and personal development in the following areas? (CCSSE Survey, The Center for Community College Student Engagement)	Very Much	Quite a bit	Some	Very Little
a. Acquiring a broad general education				
b. Acquiring job or work-related knowledge and skills				
c. Writing clearly and effectively				
d. Speaking clearly and effectively				
e. Thinking critically and analytically				
f. Solving numerical problems				
g. Using computing and information technology				
h. Working effectively with others				
i. Learning effectively on your own				
j. Understanding yourself				
k. Understanding people of other racial and ethnic backgrounds				
l. Developing a personal code of values and ethics				
m. Contributing to the welfare of your community				
n. Developing clearer career goals				
o. Gaining information about career opportunities				

Cost Effectiveness Assessment

- Are the benefits students derive from what we offer worth the cost?
- How do we know that?
- What are the costs from year to year?
- What are student usage rates in services, events, programs?

[1] Reference: Schuh, John H., Upcraft, M. Lee, and "Associates, Assessment practice in Student Affairs, An Application Manual (1st ed.) 2001