Types of Assessment in the Division of Student Affairs (Last Revised June 2021)

Purpose[1]	Student Learning and Development	Enjoyment and Personal Enrichment	Community-Building	Student Success	Technology, Facilities, and Operations
Definition	Provide a comprehensive, holistic, transformative activity that integrates academic learning and student development[i]; i.e., systematic "formal" learning opportunities	Provide relaxation, exploration, unique experiences, and a break from work and study, i.e., "informal" learning opportunities	Build community for students with other students, staff, UWM, Milwaukee, or other communities	Support "student success in achieving their goals,"[ii] such as earning a degree, improving their health, or becoming self-sufficient	Provide the infrastructure needed for students to be fed, housed, and feel safe; provide administrative tasks for the Division of Student Affairs
Examples	Service learning, Living Learning Communities, internships/employment, ED PSYCH 101, Lawton Scholars	Exercise classes, entertainment events, craft events,	Programming for specific populations, welcome events, graduation events, celebrations	Basic needs support/services, referrals, interventions for struggling students	Technical support, retail services, dining services, financial services, facilities spaces, operations
Is it "cocurricular?" [iii]	Yes, **if** it meets **both parts** of the definition below[2]	Typically, there is not an academic/ formal curriculum component	No	No	No
Goals Supported	UW System Learning Goals[iv]	2030: Unique Student-Centric UWM Experience	Strategic Directions and 2030: Increasing Inclusion and Diversity	Strategic Direction: Outstanding Learning Environment	Strategic Direction: Sustainable Future for the Campus
Intended outcome of the activity, event, program, or service? (student learning outcome, objective, goal)	Specific student learning outcomes that are "the knowledge, skills, attitudes, and habits of mind" that students take from an experience[v]	Students learn a new skill and/or develop new habits; increased participation numbers; increased satisfaction numbers	Students report feeling welcome; increased alumni engagement; improved national ratings (e.g., Military Friendly); increased outreach	Students overcome barriers; learn a new skill; understand where/how to receive assistance; continue the path to achieve their goals	Increased satisfaction rates; increased customer/participation rates; decreased wait times; improvement of operations[vi]
Types of data/evidence that can be collected and assessed	Direct evidence (portfolios, pre-post assessments, scores on exams, rubrics) and indirect evidence (interviews, surveys)[vii]	Participation rates; social media metrics; student self-evaluations; Student satisfaction surveys	Participation rates; social media metrics; student surveys; focus groups; retention rates	Grades, GPAs, retention, graduation, job placement rates[viii] or other indications that they are reaching their goals	Wait time for service; revenue generation; satisfaction surveys; procedural checklists
Using results for improvement	Compare actual numbers to targets and/or goals. Review qualitative responses for themes. If possible, compare a few years' worth of results to look for any trends (e.g., is something increasing or decreasing?) Celebrate success but focus on any problem areas and explore potential reasons why expectations were not met. Make changes to your process or to your activity, event, program, or service that will potentially strengthen these areas.				

[1] An activity, event, program, or service could have more than one purpose

[2] Cocurricular is defined as "learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum"

[i] Learning Reconsidered: A Campus-Wide Focus on the Student Experience. (2004) https://sa.uncg.edu/assessment/wp-content/uploads/learning_reconsidered_2004.pdf

[ii] Suskie, L. (2018). *Assessing Student Learning: A Common Sense Guide*. 3rd Edition. John Wiley & Sons, Inc. P. 110-111

[iii] Higher Learning Commission (2021). *Core Component 4.B.: What does HLC mean by Cocurricular. https://www.hlcommission.org/Policies/core-component-4-b-what-does-hlc-mean-by-cocurricular.html*

[iv] Board of Regents of the University of Wisconsin System. (2008). *University of Wisconsin System shared learning goals for baccalaureate students*. https://www.wisconsin.edu/uw-policies/download/Shared-Learning-Goals.pdf

[v] Suskie, L. (2018). *Assessing Student Learning: A Common Sense Guide*. 3rd Edition. John Wiley & Sons, Inc. P. 41

[vi] Henning, G.W. and D. Roberts (2016). *Student Affairs Assessment: Theory to Practice.* Stylus Publishing, LLC. P.88

[vii] UWM Division of Academic Affairs. *Evidence of learning: direct and indirect measures*. https://uwm.edu/academicaffairs/facultystaff/assessment-of-student-learning/evidence-of-learning/

[viii] Suskie, L. (2018). *Assessing Student Learning: A Common Sense Guide*. 3rd Edition. John Wiley & Sons, Inc. P. 110-111