

Types of Assessment in the Division of Student Affairs (Last Revised February 2023)

Purpose¹	Student Learning and Development	Entertainment	Community-Building	Student Support	Technology, Facilities, and Operations
Definition	Provide comprehensive, holistic, transformative experiences with reflective practice (definition will be re-examined in Spring 2023)	Provide relaxation, celebration, unique experiences, and a break from work and study	Build community for students with other students, staff, UWM, Milwaukee, or other communities	Support “student success in achieving their goals,” ⁱ 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	Ed Psych 102; student employment; workshops that teach a skill or experience; outdoor trips/experiences with a reflective component; experiential learning	Entertainment events, UWM traditions, “fun” breaks from study, celebrations	Programming for specific populations, opportunities for students to connect with peers; authentic relationships	Basic needs support/services, referrals, interventions for struggling students	Technical support, retail services, dining services, financial services, facilities spaces, operations
Intended outcome of the activity, event, program, or service?	Learning outcomes that are “the knowledge, skills, attitudes, and habits of mind” that students take from an experience ⁱⁱ	Students have a good time; students have a distinct a unique UWM experience;	Students report feeling welcome; increased alumni engagement; improved national ratings (e.g., Military Friendly); increased outreach	Students overcome barriers; 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 ⁱⁱⁱ
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) ^{iv}	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 ^v or other indications that they are reaching their goals	Wait time for service; revenue generation; satisfaction surveys; procedural checklists
Using results for improvement	<p style="text-align: center;">Compare actual numbers to targets and/or goals. Review qualitative responses for themes.</p> <p style="text-align: center;">If possible, compare a few years’ worth of results to look for any trends (e.g., is something increasing or decreasing?)</p> <p style="text-align: center;">Celebrate success but focus on any problem areas and explore potential reasons why expectations were not met.</p> <p style="text-align: center;">Make changes to your process or to your activity, event, program, or service that will potentially strengthen these areas.</p>				

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

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

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

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

^{iv} UWM Division of Academic Affairs. *Evidence of learning: direct and indirect measures*. <https://uwm.edu/academicaaffairs/facultystaff/assessment-of-student-learning/evidence-of-learning/>

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