



Evolving Needs, Evolving Services: A Comparative Evaluation of the Office of Student Affairs and Services Programs of San Isidro College

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Type of Paper:

RESEARCH ARTICLE

How to cite this paper:

Taja-on, E., Acal, E.J., & Millalos, E. (2024). Evolving Needs, Evolving Services: A Comparative Evaluation of the Office of Student Affairs and Services Programs of San Isidro College. *School of Education Research Journal*, 5(1), 15-36. <https://doi.org/10.5281/zenodo.14066489>

Received: June 30, 2024

Accepted: July 11, 2024

Published: November 11, 2024

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ABSTRACT

The comprehensive services offered by the Office of Student Affairs and Services (SAS) play a crucial role in supporting student welfare, development, and institutional needs to create a conducive learning environment. By evaluating the implementation and effectiveness of these services across different academic years, the research identifies strengths and areas for improvement to ensure they meet students' diverse needs and to provide insights and recommendations for enhancing student support systems within academic institutions. The study used a cross-sectional research design to compare the office of SAS programs across two academic years at San Isidro College. The study employed stratified random sampling to ensure representative participation from different courses. The sample includes 484 respondents from A.Y. 2022-2023 and 735 respondents from A.Y. 2023-2024. The study highlights significant improvements in student welfare, development, and institutional services at SIC between the academic years. Enhancements in various student services have led to higher levels of satisfaction and support, reflecting the effectiveness of initiatives implemented by the SAS office. Increased student engagement, better access to resources, and a more supportive campus environment are notable outcomes of these improvements. The SAS office's continuous efforts to assess and upgrade services have been successful in meeting evolving student needs. Overall, these advancements contribute to a holistic educational experience, promoting student retention, satisfaction, and success.

Keywords: *institutional student program and services, office of student affairs and services, student development services, student evaluation, student welfare services*

Evaluation In Student Affairs

Gary D. Malaney



Evaluation In Student Affairs:

Assessment in Student Affairs John H. Schuh, J. Patrick Biddix, Laura A. Dean, Jillian Kinzie, 2016-04-27 A practical comprehensive manual for assessment design and implementation *Assessment in Student Affairs Second Edition* offers a contemporary look at the foundational elements and practical application of assessment in student affairs Higher education administration is increasingly called upon to demonstrate organizational effectiveness and engage in continuous improvement based on information generated through systematic inquiry This book provides a thorough primer on all stages of the assessment process From planning to reporting and beyond you ll find valuable assessment strategies to help you produce meaningful information and improve your program Combining and updating the thoroughness and practicality of *Assessment in Student Affairs* and *Assessment Practice in Student Affairs* this new edition covers design of assessment projects ethical practice student learning outcomes data collection and analysis methods report writing and strategies to implement change based on assessment results Case studies demonstrate real world application to help you clearly see how these ideas are used effectively every day and end of chapter discussion questions stimulate deeper investigation and further thinking about the ideas discussed The instructor resources will help you seamlessly integrate this new resource into existing graduate level courses Student affairs administrators understand the importance of assessment but many can benefit from additional direction when it comes to designing and implementing evaluations that produce truly useful information This book provides field tested approaches to assessment giving you a comprehensive how to manual for demonstrating and improving the work you do every day Build your own assessment to demonstrate organizational effectiveness Utilize quantitative and qualitative techniques and data Identify metrics and methods for measuring student learning Report and implement assessment findings effectively Accountability and effectiveness are the hallmarks of higher education administration today and they are becoming the metrics by which programs and services are evaluated Strong assessment skills have never been more important *Assessment in Student Affairs* gives you the knowledge base and skill set you need to shine a spotlight on what you and your organization are able to achieve *Evaluation in Student Affairs* George D. Kuh, 1979

Assessment in Student Affairs M. Lee Upcraft, John H. Schuh, 1996-03-15 For practitioners at all levels of experience *Assessment in Student Affairs* provides a single volume practical resource on using assessment to develop and improve all facets of student affairs It includes detailed guidance for student affairs staff on how to assess student needs student satisfaction campus environments campus cultures and student outcomes And it explains how senior staff can employ assessment findings in strategic planning policy development and day to day decision making *Student Affairs Research, Evaluation, and Assessment: Structure and Practice in an Era of Change* Gary D. Malaney, 1999-04-13 Representing the most major effort to date to examine the student affairs research office this issue of *New Directions for Student Services* shows how this research can enhance and support the work of the student services staff and the campus at large The contributors

describe how student affairs and faculty can collaborate to create an agenda for student related research review technological aids for collecting and analyzing data and discuss how student affairs researchers can make their role more vital to the campus by expanding into policy analysis and information brokering The volume also reports the results of a national study of thirty five centralized student affairs research offices including information on the types of research they have conducted and how institutional reorganization has impacted their research missions This is the 85th issue of the quarterly journal New Directions for Student Services

Assessment Practice in Student Affairs John H. Schuh, M. Lee Upcraft, 2001 When Assessment in Student Affairs was first published in 1996 readers found a practical context for viewing the power of assessment across the domain of student services Since then John H Schuh and M Lee Upcraft have received numerous requests for more specific guidance to assessing and communicating the value of student affairs This manual continues the work begun in their earlier book and provides a full range of tools for conducting effective assessments The authors begin with an overview of the assessment process and then detail a range of methodologies approaches and issues explaining how to use them and when to recruit expertise from other campus sources Drawing from the latest practice and a wealth of case studies they discuss Qualitative assessment including how to conduct focus groups Quantitative assessment including how to select and design instruments Data collection and analysis including mailed questionnaires telephone surveys and Web based surveys Assessing diverse needs satisfaction outcomes environments cost effectiveness and accreditation Specialized assessment studies including how to review dropouts graduates academic success and group educational programs Select programs in student services including first year programs recreation programs financial aid admissions residence halls college unions health services career services counseling services judicial affairs and Greek life Organizational and ethical approaches to assessment

Leading Assessment for Student Success Rosie Phillips Bingham, Daniel Bureau, Amber Garrison Duncan, 2023-07-03 While both committed to providing effective programs and services that help students succeed in college and beyond and aware of the increasing demands from internal and external stakeholders that every dollar spent benefits students and contributes to the mission of higher education student affairs professionals have little guidance about how to create and sustain the culture of assessment to achieve these goals This book provides the practical directions for embedding assessment in the fabric of practice The authors in this volume all experienced senior level leaders who have established programs that exemplify a culture of evidence based practice identify and explicate ten tenets of practice for leading and implementing a culture of change committed to student learning and sound assessment methods Grounded in assessment literature the tenets are 1 Understand the Why of Assessment 2 Commit to Student Learning as a Primary Focus 3 Lay the Foundation for a Sustainable Assessment Culture 4 Develop Strategies to Engage Staff in a Commitment to Assessment 5 Provide Recognition and Accountability Structures 6 Reaffirm the Importance of Assessment to Anchor Cultural Change 7 Develop Sound Assessment Plans 8 Connect Assessment Plans to Divisional and

Institutional Strategic Plans⁹ Determine the Appropriate Methods for Assessing Programs and Services¹⁰ Market Data to Leverage Buy in and Promote Utility to the Campus Community

The basic premise of this book is that the Senior Student Affairs Officer must be the primary leader and spokesperson for this effort both in setting the tone and keeping all members of the team accountable for implementation and the commitment of their units. The book opens with an overview of history and purpose and language of assessment relates it to the educational mission of student affairs and outlines the four elements necessary to start a culture of assessment: commitment, consistency, and communication. In addressing the role of the Senior Student Affairs Officer, subsequent chapters address the process of gaining buy in and the importance of understanding the unique culture of the institution, provide guidance on creating an environment of trust, accountability, and transparency, and describe how to lay the foundations to sustainability through consistency and strong interpersonal and collaborative relationships among the staff. The book concludes by summarizing the essential assessment practices and tools that senior leaders need to be aware of, providing examples of assessment cycle templates that can be applied across departments and outlining how to establish a strategic plan aligned with institutional mission that is linear, predictable, and consistent and aligned with institutional mission as well as communicating results both externally and internally for the purposes of improvement.

Assessment Methods for Student Affairs John H. Schuh, 2009

Assessment Methods for Student Affairs: Accountability and demonstrating organizational effectiveness are two hallmarks of contemporary administrative practice in higher education in general and in student affairs administration in particular. As funding for student affairs is increasingly tied to the need to show how student affairs programs and services make a difference in higher education, accrediting bodies, governmental organizations, governing boards, students, parents, and other stakeholders continue to accelerate their demand that higher education organizations be accountable for their work. Consequently, the technical and methodological aspects of conducting assessment projects have become of critical importance to student affairs administrators. *Assessment Methods for Student Affairs* provides a practical guide to the nuts and bolts of conducting assessments, exploring issues such as how to get started, how to use survey instruments and software, how to collect and analyze data, how to present information in a meaningful form to the various stakeholders of the assessment project, whether by writing reports or conducting briefings, and how to implement findings. Editor John Schuh and his fellow contributors, all experts in the field, detail the methodological aspects of conducting assessment projects specifically for the student affairs practitioner who is ready to conduct assessment projects but is not quite sure how to manage their technical aspects. Using a variety of case studies and concrete examples to illustrate various assessment approaches, the authors lead the reader step by step through each phase of the assessment process with jargon-free hands-on guidance. This book is not written for statisticians, qualitative methodologists, theoreticians, psychometrists, or others whose careers are centered on the development or refinement of various research paradigms. Written by practitioners for practitioners in a straightforward and

accessible style **Assessment Methods for Student Affairs** will ensure that anyone conducting an assessment can complete it successfully and efficiently **Assessment Methods for Student Affairs** John H. Schuh and Associates, 2011-01-06 Editor John Schuh and his fellow contributors all experts in the field detail the methodological aspects of conducting assessment projects specifically for the student affairs practitioner who is ready to conduct assessment projects but is not quite sure how to manage their technical aspects Using a variety of case studies and concrete examples to illustrate various assessment approaches the authors lead the reader step by step through each phase of the assessment process with jargon free hands on guidance **Student Affairs Assessment** Gavin W. Henning, Darby M. Roberts, 2023-11-15 This second edition of *Student Affairs Assessment Theory to Practice* provides updated content that reflects current student affairs assessment practice and signals the direction in which the field is headed Chapters feature foundational concepts of assessment design outcomes and data collection methods while also addressing current topics in student affairs assessment such as the prevalence of data analytics through higher education and equity centered assessment In addition this volume further broadens the scope of the assessment process by highlighting the impact of culturally responsive ethics and Indigenous paradigms Ultimately this book provides student affairs staff with the grounding they need to integrate assessment into how they design and monitor the programs services and activities they create to contribute to students development A useful reference for implementing assessment of co curricular programs and services this book is an excellent guide for student affairs practitioners and experienced assessment professionals to develop their assessment skills and knowledge **Higher Education Assessments** Gary L. Kramer, Randy L. Swing, 2010-10-16 *Higher Education Assessments Leadership Matters* reflects the work of a select group of researchers scholars and practitioners in higher education assessment with the goal of identifying strategies that assist senior campus leaders as they respond to the challenges of a changing economic landscape and political climate The contributors experts in the field bring to the forefront key issues relevant to advancing assessments in higher education principles that culminate in improving student learning and development Kramer and Swing provide a tool for presidents vice presidents provosts and deans to determine which areas of assessment matter most in their institutions and how they can measure progress in aligning claims with outcomes The contributors deftly address assessment in student affairs documentation of student learning student engagement to bridge learner outcomes assessment in the disciplines assessments that can transform a culture and putting students first as partners in the learning enterprise In doing so they have focused on what a campus president and his or her team need to know and do to lead assessment successfully on campus and as they set the tone for and facilitate institutional assessments **The Evaluation of Student Affairs Administrators in Higher Education** Mary Ann R. Schneider, 1991 *Student Affairs Assessment, Evaluation, and Research* Vicki L. Wise, Zebulun R. Davenport, 2019-02-11 This unique book is a valuable tool for all student affairs educators The text opens with an exploration of the history of assessment in higher education in general and then student affairs more

specifically Having established a historical perspective the reader then delves into chapters that align with the Assessment Evaluation and Research AER competency and accompanying rubric It provides the reader with a unique approach to learning and understanding AER It is designed in a format that describes defines this competency at the foundational intermediate and advanced outcome levels suggests ways to apply this competency in practice through case studies from student affairs and provides tools for the assessment of competency understanding All chapters include relevant terminology necessary for understanding the competency applied to a case study and an opportunity for self assessment While the book is designed for those who are preparing to become student affairs educators and for those who are new to this discipline it is certainly filled with information and resources for entry level mid level and senior level professionals The text is not only a blueprint but also a global positioning system on assessment evaluation and research in student affairs to guide the reader in the process of helping and educating students The book bridges the gap between who one is today and who one wants to become as a future student affairs educator As a guidebook it is a unique and valuable source to aid the student in developing real professional competency Coordinating Student Affairs Divisional Assessment Kimberly

Yousey-Elsener,2015 An ACPA NASPA Joint Publication The need for the new role of student affairs assessment coordinator has emerged in response to the increasing demand for outcomes information the proliferation of data and the recognition that coordinating this work within divisions is of paramount importance For those taking on this role this book constitutes a practical guide to leading and implementing an assessment program whether doing so full or part time as an individual or in a multi person office or whether reporting to or being in positional leadership Recognizing that this function that is new to student affairs and that those who take it on frequently find themselves in an in between world being both embedded with but also distinct from their divisional colleagues this book first addresses the common challenges and issues related to defining and implementing the role and cultivating a culture of assessment It then deals with the practicalities of creating systems and structures developing assessment skills throughout the organization and creating an integrated model for measuring progress towards strategic planning goals and for informing decision making and resource allocation The book concludes with guidance on leading and maintaining ethical standards related to data collection storage and sharing for the division and on navigating the dynamic political environment that assessment professionals will encounter **An**

Evaluation of the Future of Student Affairs Richard Carman Jolly,1978 **Student Affairs Assessment** Gavin W. Henning,Darby Roberts,2023-07-03 With the recognition of the integral role of student affairs in student education and with stakeholders requiring increasing accountability at a time of tight resources it has become imperative that staff be familiar with and competent in undertaking assessment This book provides student affairs staff with the grounding they need to integrate assessment into how they design and monitor the programs services and activities they create to contribute to students development This book is intended both as a text for student affairs and higher education master s programs and as

a practical guide for early career staff who have had little formal preparation in assessment It can be used for self study or in professional development workshops For divisions departments or units getting started with assessment the discussion questions at the end of the chapters can engage staff in the process of developing an effective assessment culture This book provides a thorough introduction to all aspects of assessment assuming no prior knowledge and illustrated throughout with examples of application in student affairs settings Key elements include Takes into account the latest standards and competencies defined by AAC U ACPA AER CAS NASPA and others Introductory and comprehensive Provides essential background and theory Covers preparation planning and design Describes the full range of assessment methods Introduces principles and methods of qualitative and quantitative analysis Guidance on using and sharing results Addresses cultivating and sustaining a culture of assessment Considers ethical and political concerns Covers use of technology Illustrated throughout by examples of practice in student affairs

Coordinating Divisional and Departmental Student Affairs

Assessment Gavin Henning, Erin M. Bentrim, Kimberly Yousey-Elsemer, 2023-12 By providing practical advice on how to inform and lead a successful assessment program in student affairs this book helps student affairs professionals understand the impact of their initiatives identify areas for improvement and make data driven decisions to enhance student learning development and engagement *Everyone's Doing It, Or are They?* Jonita Denise Ashley-Pauley, 2012 Reports from national organizations and student affairs organizations have strongly suggested student affairs professionals engage in ongoing comprehensive assessment of how their programs affect student learning ACPA 1996 ACPA Keeling 2004 In terms of assessment and how it should be conducted scholars have provided clear guidelines for the conduct of such assessment However to date only one study has looked at assessment practices in student affairs programs and that study was of three large public institutions whose student affairs programs were determined to have exemplary practices Green Jones Alois 2008 To date no studies have focused on small private colleges which make up a large segment of collegiate institutions The purpose of this study was to examine how student affairs professionals at small private colleges assess and evaluate their programs in relation to the Principles of Good Practice for Student Affairs ACPA NASPA 1997 and to identify the challenges they face for creating and sustaining assessment efforts Data were collected from 168 small private college chief student affairs officers using a researcher developed survey instrument The data were analyzed using chi square analysis Cramer's V and descriptive statistics Findings indicated respondents were most likely to assess resource use to achieve institutional goals and missions but least likely to measure active engagement or student learning Respondents used assessment data frequently for accreditation strategic planning and mission achievement yet infrequently for external accountability personnel evaluation or resource acquisition Respondents had a high degree of familiarity with the Principles of Good Practice for Student Affairs ACPA NASPA 1997 yet a low level of expertise in assessment with 6 in 10 rating their expertise as moderate to very poor Respondents faced challenges that limited their ability to engage assessment most notably a lack of

knowledge skills or training to perform assessment consonant with the recommendations in the literature The findings of this study raise questions about the prioritization of assessment by small private institutions and the need for instruction and preparation in order for student affairs professionals to perform assessment

Advancing Assessment for Student Success Amy Driscoll, Swarup Wood, Dan Shapiro, Nelson Graff, 2023-07-03 This book is about student success and how to support and improve it It takes as its point of departure that we as faculty assessment directors student affairs professionals and staff reflect together in a purposeful and informed way about how our teaching curricula the co curriculum and assessment work in concert to support and improve student learning and success It also requires that we do so in collaboration with our colleagues and our students for the rich insights that we gain from them Conversational in style this book offers a wide variety of illustrations of how your peers are putting assessment into practice in ways that are meaningful to them and their institutions and that lead to improved student learning The authors provide rich guidance for activities ranging from everyday classroom teaching and assessment to using assessment to improve programs and entire institutions The authors envisage individual faculty at four year institutions and community colleges as their main audience whether those faculty are focused on their own classes or support their colleagues through leadership roles in assessment If you plan to remain focused on your own courses and students you will find that those sections of this book will help you better understand why and how assessment leaders do what they do which in turn will make your participation in assessment more engaging and increase your expertise in facilitating student learning Because the authors also aim to strengthen connections between the curriculum and co curriculum and include examples of co curricular assessment student affairs professionals and staff interested in doing the same will also find ideas in this book relevant to their work Opening with a chapter on equity in assessment practice so critical to learning from and benefitting our diverse students the authors guide you through the development and use of learning outcomes the design of assignments with attention to clear prompts and rubrics and the achievement of alignment and coherence in pedagogy curriculum and assessment to better support student engagement achievement and success The chapter on using student evidence for improvement offers support resources and recommendations for doing so and demonstrates exciting uses of student wisdom The book concludes by emphasizing the importance of reflection in assessment practices offering powerful examples and strategies for professional development and by describing appropriate creative and effective approaches for communicating assessment information with attention to purpose and audience

Assessing Student Learning in the Community and Two-Year College Megan Moore Gardner, Kimberly A. Kline, Marilee J. Bresciani Ludvik, 2023-07-03 This is a practical resource for community and two year college professionals engaged at all levels of learning outcomes assessment in both academic and co curricular environments It is designed as a guide both to inform the creation of new assessment efforts and to enhance and strengthen assessment programs already established or in development Each chapter addresses a key component of the assessment process

beginning with the creation of a learning centered culture and the development and articulation of shared outcomes goals and priorities Subsequent chapters lead the reader through the development of a plan the selection of assessment methods and the analysis of results The book concludes by discussing the communication of results and their use in decision making integrating the conclusions in program review as well as to inform budgeting and finally evaluating the process for continuous improvement as well as engaging in reflection The book is illustrated by examples developed by faculty and student affairs services professionals at community and two year colleges from across the country Furthermore to ensure its relevance and applicability for its targeted readership each chapter has at least one author who is a community college or two year college professional Contributors are drawn from the following colleges Borough of Manhattan Community CollegeDavid PhillipsBuffalo State CollegeJoy BattisonKimberly KlineBooker PiperButler County Community CollegeSunday Faseyitan California State University FullertonJohn HoffmanGenesee Community CollegeThomas PriesterVirginia TaylorHeald CollegeMegan LawrenceStephanie Romano now with Education Affiliates Hobart and William Smith CollegesStacey PierceMiami Dade CollegeJohn FrederickBarbara RodriguezNorthern Illinois UniversityVictoria LivingstonParadise Valley Community CollegePaul DaleSan Diego Mesa CollegeJill BakerJulianna BarnesSan Diego State UniversityMarilee BrescianiSan Juan CollegeDavid EppichStark State CollegeBarbara MillikenUniversity of AkronSandra CoynerMegan Moore Gardner

Coordinating Divisional and Departmental Student Affairs Assessment Gavin W. Henning,Erin M. Bentrin,Kimberly Yousey-Elsener,2023-12-01 By providing practical advice on how to inform and lead a successful assessment program in student affairs Coordinating Divisional and Departmental Student Affairs Assessment 2nd Edition helps student affairs professionals understand the impact of their initiatives identify areas for improvement and make data driven decisions to enhance student learning development and engagement Student affairs assessment plays a significant role in shaping the overall college experience As higher education transforms there is an even greater demand for student affairs assessment that informs practice illuminates equity gaps and improves student learning This second edition builds upon the concepts of the first edition while adding essential topics that address the changing dynamics of leading assessment in a department or division in student affairs such as how to use and select assessment technology meaningful ways to collaborate with institutional research as well as creating equity centered assessment practices By utilizing the strategies in this book student affairs divisions can create evidence based practices that contribute to a more inclusive and supportive campus environment foster student engagement and ultimately enhance the educational journey for students This updated and revised edition has been written with new and seasoned assessment practitioners in mind It s an ideal resource for graduate students and other student affairs practitioners who seek to find practical information to guide their own assessment practice

Unveiling the Magic of Words: A Overview of "**Evaluation In Student Affairs**"

In some sort of defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their power to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of "**Evaluation In Student Affairs**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve into the book is central themes, examine its distinctive writing style, and assess its profound affect the souls of its readers.

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