

2003-2004 Student Affairs Educational Program Evaluation  
 Student Affairs Research and Assessment  
 Penn State University  
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The following summarizes the two-tier process for recording and evaluating Student Affairs educational programming. First, programs are recorded through an online process that includes the number of programs, the method of assessment, the overall objectives, the unit, and the topic. Second, a standard evaluation form is available for units to use in order to assess their programs/events. In addition to the standard form, additional information is collected from the sponsor/presenter.

**ONLINE PROGRAM RECORD SUMMARY**

**Programs and Attendance**

In total, **3,842<sup>1</sup>** Student Affairs educational programs were entered online for the 2003-04 academic year. The estimated attendance of these programs was **234,941**.

**Program Objectives**

The majority (52.5%) of Student Affairs programs were identified as having the development of personal skills as their overall objective.<sup>2</sup>

<b>Overall Objectives</b>	<b>Number of Programs</b>	<b>Percent</b>
Personal skills	2018	52.5
Information	813	21.2
Social activity	767	19.9
Intercultural diversity	244	6.4

**Program Evaluation**

Of those sessions that were recorded, 70.1% were not evaluated. Only 6.8% used the standard Student Affairs form.

<b>Method of Evaluation</b>	<b>Number of Programs</b>	<b>Percent</b>
None	2692	70.1
Unit form	484	12.6
Other	404	10.5
Division form <sup>3</sup>	262	6.8

See Appendix A for details by unit and by program topic.

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<sup>1</sup> In 2002-2003, 1,248 programs were entered. The increase in programs is mostly a result of the inclusion of religious and spiritual services/events and Late Night and other student activities.

<sup>2</sup> CERA recorded 1,835 programs as focusing on personal skills.

<sup>3</sup> Approximately 28 programs that utilized the division form were not recorded in the Online Educational Programming Record.

**STUDENT AFFAIRS COMMON EVALUATION SUMMARY**  
(SARA Form)

**Programs Using Common Evaluation Process**

In 2003-2004, the common evaluation form was used for 290 programs, the lowest number of programs since a common form was offered in 1996-97.

	<b>Programs</b>	<b>Evaluations</b>	<b>Attendance</b>
<b>2003-2004</b>	290	5,505	6,799
<b>2002-2003</b>	335	5,835	8,285
<b>2001-2002</b>	303	4,789	7,494
<b>2000-2001</b>	360	5,098	6,854
<b>1999-2000</b>	492	7,749	11,098
<b>1998-1999</b>	524	7,338	10,880
<b>1997-1998</b>	429	5,258	8,448
<b>1996-1997</b>	486	6,539	10,743

**Overall Satisfaction**

When tallying the responses from all 290 programs:

- 95% of attendees rated the programs as being either “good,” “very good,” or “excellent;”
- 93% said they would recommend the program to others; and
- 75% said they would attend the program/activity again.

**Program Specifics**

Attendees were asked a series of questions regarding some more specific characteristics of the program they attended. (The percent recorded below represents those respondents who either agreed or strongly agreed with the statement.)

	<b>%</b>
The presenters were well prepared and organized.	93
The purpose of the program was clearly defined.	91
The program provided me with useful information.	85
The presenters encouraged participation or discussion.	85
The program helped me adjust my personal attitudes, decisions or self-management skills.	62

## Boyer Principles

Presenters were asked to indicate to what degree their programs “fit” each of the six Boyer principles, which define “an effective University community.” Most Student Affairs programs were consistent with providing an educationally purposeful place where learning is a focus.

N=283 <sup>4</sup>	by percent	none	some fit	significant fit
	an educationally <i>purposeful</i> place where learning is a focus	0	13	87
	an open place where <i>civility</i> is affirmed	4	51	46
	a <i>just</i> place where persons are honored and diversity pursued	4	60	36
	a <i>disciplined</i> place where group obligations guide behavior	36	37	27
	a <i>caring</i> place where individuals are supported and service to others encouraged	5	53	42
	a <i>celebrative</i> place where tradition is shared	25	50	25

## Description of Attendees

Of those attendees who completed a common evaluation form:

<u>Status</u>	29% were first-year students 18% were sophomores 21% were juniors 21% were seniors 5% were graduate students <1% were faculty 4% were staff 2% were community members	<u>Age</u>	2% were 17 or younger 60% were 18-20 25% were 21-23 25% were 24-29 3% were 30-39 2% were 40-49 2% were 50 or older
<u>Gender</u>	42% were male 58% were female <1% were transgender	<u>Sexual Orientation</u>	2% were bisexual 2% were gay 1% were lesbian 95% were heterosexual
<u>Ethnicity</u>	10% were African American/Black <1% were American Indian 7% were Asian American/Pacific Islander 70% were Caucasian		6% were Hispanic/Latino American 4% were international 3% were multiethnic/biracial
<u>Residence</u>	57% lived on campus 43% lived off campus	<u>Fraternity/Sorority</u>	18% belonged 82% did not belong

<sup>4</sup> Responses regarding the “fit” of the Boyer Principles are missing for 7 programs of the 290 programs included in the common evaluation process.

**How Attendees Learned about Programs**

Friends	16%	Collegian	4%
Class notice/assignment	15%	Online calendar	3%
Listserv/e-mail notice	12%	Radio	<1%
RA	12%	Other	29%
Flyers/posters	10%		

See Appendix B for details by unit and by program topic.