INTRODUCTION
In the Fall of 2016, the Division of Student Affairs Assessment Committee met to determine the desired learning outcomes for Student Affairs programming and the methodology to be utilized to collect student feedback. Four desired learning outcomes were chosen which best reflect the goals of the programming offered by the Division of Student Affairs. The ISU Treehouse was utilized to distribute surveys to student participants at DSA events.

DESIRED LEARNING OUTCOMES

INTRAPERSONAL DEVELOPMENT
Students who engage in Student Affairs programming will develop an integrated sense of personal identity that promotes decision making skills for the betterment of self and community, and develop a personal code of ethics.

INTERPERSONAL COMPETENCE
Students who engage in Student Affairs programming will develop healthy, respectful, and collaborative relationships as citizens in the ISU community.

SOCIAL RESPONSIBILITY
Students who engage in Student Affairs programming will demonstrate growth which reflects respect for diverse peoples and perspectives, a commitment to social justice, and an ability to apply that knowledge to create safe and equitable communities.

COGNITIVE AND PRACTICAL SKILLS
Students who engage in Student Affairs programming will acquire and use cognitive and practical skills that will enable them to live healthy, productive, and purposeful lives.
A survey was drafted that consisted of eight questions. Four questions related to the effectiveness of the program to address the desired learning outcomes. The remaining four questions solicited direct feedback and voluntary demographic information from respondents. The survey was sent to participants of selected programming events as a pilot exercise of this process. To follow is a summary of the survey findings.

314 Surveys were completed by student participants at 40 unique events, hosted by seven units within the Division of Student Affairs.

86% Respondents agreed or strongly agreed that the program they attended allowed them to develop their personal identity.

63% Respondents agreed or strongly agreed that they were able to develop their personal identity utilizing decision-making for the betterment of themselves.

65% Respondents agreed or strongly agreed that they were able to develop their personal identity utilizing decision-making for the betterment of their community.
Respondents agreed or strongly agreed that the program they attended allowed them to explore healthy, respectful, and collaborative relationships with members of the ISU community.

Respondents agreed or strongly agreed that the program they attended allowed them to engage with diverse populations and perspectives in an equitable space.

Respondents agreed or strongly agreed that the program they attended encouraged them to acquire and/or increase knowledge and skills.

Respondents said they would attend the same program again.