

Stepping Into Assessment



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Presenters

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UNIVERSITY

**Oregon State University
Division of Student Affairs**

**Departmental Assessment Plan/Report
Dates Plan/Report Covers: _____**

Date:

Department:

Director:

Assessment Contact:

Email:

Phone:

Statement of Mission: (The mission describes the purpose of the organization and the constituents served. The mission of the Department or Unit will support the missions of the College or Division and the University.)

Statement of Goals: (Program goals are overarching statements that describe what a program is trying to accomplish. Educational goals are broad statements describing what learners are expected to learn: sometimes they describe a state of being. While educational goals should be stated as specifically as possible, sometimes it is difficult to do so; as a result, goals are often a bit vague and open to interpretation. Key words that typify educational goals are: know, appreciate, understand, etc.)

Statement of Outcomes: (Outcomes are specific statements derived from the goals; they help clarify and define the meaning of the goal. **Learning outcomes** articulate the measurable expected results of an instructional activity or program effort. Outcomes are not knowing, thinking and understanding, but rather a demonstration of knowing, thinking or understanding. Outcomes describe measurable behaviors achieved using active verbs such as arrange, define, explain, calculate, design, synthesize, evaluate, etc. **Operational/business outcomes** describe those elements of a program or activity that can be counted such as: research dollars per faculty, number of students served, level of satisfaction, number of advisees, number and type of appointments with students, etc.)

Assessment Methods: (Assessment methods include the criteria, process, and tools used to determine if the intended outcomes were reached. Assessment methods articulate the target audience of the assessment, the methods and tools for data collection, criteria or targets that specify that the outcome has been met, and how the data will be analyzed. A combination of methods to measure outcomes is desirable. Assessing the effectiveness of instructional methods (lecture, team learning, discussion, etc.) and student learning methods (note taking, reading, computer lessons, etc.) are critical components of the assessment process.)

Implementation of Assessment Plan: (This describes who is responsible, what is being assessed, how data are collected, and the timeline for assessment activities. Not all assessments must be conducted annually. A table is often useful for visualizing the process.)

Results: (Report results for each outcome based on established criteria)

Decisions and Recommendations: (Based upon the results, describe any decisions or actions taken regarding programs, policies, and services as well as improvements/refinements to the assessment process. Include a plan for assessing the effectiveness of these decisions or actions.)

Adopted by the Student Affairs Assessment Council, November 26, 2003. Revised and adopted by the Student Affairs Assessment Council and the University Assessment Council, June 13, 2006

Learning Outcomes Worksheet

Target Group: _____

Target Learning: _____

Level of Mastery (Bloom's Taxonomy Word): _____

Combine your answers from the above into a learning outcome. (Target Group) will be able to (Bloom's Taxonomy word) (Targeted Learning).

Learning Outcome: _____

What activities or actions would help to meet this outcome?

How could this be measured to know if the outcome has been reached?

To what division/department/unit goal does this outcome relate/contribute?

(Developed by the Oregon State University Department of Recreational Sports, 2006)

Tips on Writing Your Mission Statement

The Mission Statement of an organization is a proclamation of why it exists and a clarification of who it serves. In essence it is a statement of the organization's reason for being and it inspires and directs the people who contribute to its success. The mission answers these three questions:

1. Who are we?
2. What do we do?
3. Why do we do it?

Often organizations confuse the mission with the vision of the organization. The mission describes what an organization is and a Vision describes what the organization wants to be.

As you look at your mission statements consider these "best practices" for mission statements.

Best mission statements:

- Are sharply focused, precise statements that are clearly understood
- Distill what you are about or why you exist in two or three sentences (no more than 25 words)
- Use plain speech with no technical jargon and no adornments
- Are brief and simple which makes them powerful
- Guide organizations in good times and bad
- Allow goals and outcomes and activities to flow from them
- Define precisely why the organization exists
- Do not prescribe means
- Are sufficiently broad
- Inspire commitment
- Are realistic
- Choose words for their meaning rather than beauty or loftiness
- Avoid saying how great you are, what great quality and what great service is provide
- Are best developed with input by all the members of an organization
- Can be articulated by everyone in the organization.

The following are some Mission statements that exemplify these principles.

Sun Microsystems: "Solve complex network computing problems for governments, enterprises, and service providers." A simple mission statement identifying who their market is and what they do.

Ben & Jerry's ice Cream: "To make, distribute and sell the finest quality all natural ice cream and euphoric concoctions with a continued commitment to incorporating wholesome, natural ingredients and promoting business practices that respect the Earth and the Environment." This mission inspired Ben and Jerry to build a cause-related company.

The Elephant Sanctuary: "A natural-habitat refuge where sick, old, and needy elephants can once again walk the earth in peace and dignity." One powerful statement that evokes emotion and instant attachment to the cause of this organization.

Humane Society of the United States: "To create a humane and sustainable world for all animals, including people, through education, advocacy, and the promotion of respect and compassion."

The Process of Developing a Mission Statement

Best missions are those that get input from the entire organization. Since the mission will direct the work of the organization, it is important to obtain this buy-in from the outset of the process. While trying to get input from everyone it is also important not to try to do group writing and editing. This often delays the process, and can be a very frustrating venture which could delay or derail the process.

Level of Mastery and Action Words

Bloom's Taxonomy	Examples and Key Words
<p>Knowledge --recall or recognize information or data</p>	<p>Examples: Student can recite safety rules. Student will list steps necessary for participant check-in. Student will recite the three rules of aquatic safety.</p> <p>Active Words: list, define, name, recognize, state, record, outline, reproduce, describe, match, enumerate, count, tell, recall, recite</p>
<p>Comprehension --understands the meaning and can restate in own words</p>	<p>Examples: Student will explain the steps involved in administering CPR. Student will describe the purpose of the Wellness Wheel in the DRS.</p> <p>Active Words: explain, describe, interpret, discuss, give examples of, summarize, differentiate, extend, estimate, defend, paraphrase, give examples of, review</p>
<p>Application --uses previously learned information in new situations</p>	<p>Examples: Student will use the wellness wheel to demonstrate how programs in DRS are related to healthy living. Student will demonstrate appropriate CPR techniques on resuscitation simulator.</p> <p>Active Words: articulate, develop, construct, demonstrate, determine, instruct, relate, manipulate, modify, prepare, assess, select, implement, produce, include</p>
<p>Analysis --breaking down component parts to understand the underlying structure</p>	<p>Examples: Student will differentiate elements of healthy living. Student will prioritize program planning tasks. Student will diagram swim sequences for effective lap pool use.</p> <p>Active Words: differentiate, prioritize, diagram, distinguish, examine, illustrate, outline, relate, subdivide, compare, contrast, discriminate, identify, infer, select</p>
<p>Synthesis --combining diverse elements to create a new meaning, structure, or whole</p>	<p>Examples: Experienced desk personnel will develop a manual for use by new desk personnel. Student will integrate wellness wheel model into marketing plan for DRS.</p> <p>Active Words: combine, compare, construct, reorganize, produce, plan, modify, integrate, develop, individualize, initiate, formulate, design, organize, plan, rearrange, structure</p>
<p>Evaluation --judging or deciding based upon some specified set of criteria</p>	<p>Examples: Based upon the DRS tenet of fair play, sport club leaders will decide between a lottery schedule and a fixed design schedule for use of facilities.</p> <p>Active Words: critique, argue, evaluate, rate, rank, prioritize, judge, interpret, compare and contrast, justify,</p>

Adapted from: Bloom, B. S. (Ed.). (1956). *Taxonomy of educational objectives, vol. 1: The cognitive domain*. New York: McKay.

Assessment Measures and Best Uses

Method	Uses
Institutional Data	<p>Used to gather:</p> <ul style="list-style-type: none"> --Student demographic information --Enrollment --Retention --Migration --Ethnicity --Success in subsequent courses --Graduation --Majors --Departmental data
Survey	<p>Used to gather:</p> <ul style="list-style-type: none"> --Demographic information --Descriptive information --Self-reported behaviors --Experiences --Attitudes, opinions, values --Expectations, goals, needs <p>Survey Types:</p> <ul style="list-style-type: none"> --Commercially prepared, standardized instruments (e.g., NSSE, CIRP) --Internally developed <p>Considerations in Using Surveys and Tests</p> <ul style="list-style-type: none"> --Content --Data and Analysis --Question format --External credibility --Ownership and copyright --Development Time and Costs --Reliability --Validity
Tests	<p>Used to gather:</p> <ul style="list-style-type: none"> --Cognitive information --Thinking information --Can include written and oral presentations of materials --Can be commercial or standardized as well
Interviews	<p>Used to gather:</p> <ul style="list-style-type: none"> --Perceptions of experiences --Stories --Opinions --Can be used to assess knowledge <p>Considerations:</p> <ul style="list-style-type: none"> --Content --Time for analysis --Data and Analysis --External credibility --Question format
Focus Groups	<p>Used to gather:</p> <ul style="list-style-type: none"> --Perceptions of experiences --Stories --Opinions <p>Considerations:</p> <ul style="list-style-type: none"> --Content --Time for analysis --Data and Analysis --External credibility --Question format
Performance-Based Measures	<p>Used to gather:</p> <ul style="list-style-type: none"> --Direct evidence of learning through performance <p>Types of Performance-Based Measures:</p> <ul style="list-style-type: none"> --Capstone courses/experiences --Papers --Projects --Work samples --Direct observation <p>Considerations:--Must develop objective criteria for evaluating</p>

Checklists	Used to gather: --Direct evidence of presence or absence or frequency of a behavior --Often used with direct observation of work product Can be used to assess content knowledge and performance/skill Considerations: --Involves prior determination about behaviors that are present, absent, or repeated
Rubrics	Used to gather: --Often used to score subjective-type performance measures Consideration: --Involves the prior determination about how performance will be rated; what does a satisfactory rating look like

Examples of Types of Assessment Measures

CHECKLIST

Content in Client Case Folders in a Counseling Center

Therapist of record _____ Client _____
Reviewer _____ Date of review _____

CASE STATUS: (circle) Active Inactive (1 mo. or more) Closed

REQUIRED IN FILE:

<p style="text-align: center;">Active/Inactive Case</p> <p><input type="checkbox"/> Intake summary, complete & signed</p> <p><input type="checkbox"/> Informed consent form, signed & dated</p> <p><input type="checkbox"/> Diagnosis</p> <p><input type="checkbox"/> Treatment plan</p> <p><input type="checkbox"/> Progress notes, signed & dated</p> <p><input type="checkbox"/> Notes contain sufficient information</p>	<p style="text-align: center;">Closed Case</p> <p><input type="checkbox"/> All Elements of Active/Inactive Case</p> <p>List any missing elements: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><input type="checkbox"/> Closing summary, signed & dated</p>
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REQUIRED IN CASE FILES, AS APPROPRIATE:

<p><input type="checkbox"/> Release of information form</p> <p><input type="checkbox"/> Permission to tape</p> <p><input type="checkbox"/> Supervisor's signature</p> <p><input type="checkbox"/> Critical incident report copy</p> <p><input type="checkbox"/> Student Health Services referral form</p>	<p><input type="checkbox"/> Testing results</p> <p><input type="checkbox"/> Medication information</p> <p><input type="checkbox"/> Physical illness</p> <p><input type="checkbox"/> Substance abuse assessment</p>
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COMMENTS:

CHECKLIST

STUDENT GROUP ADVISING

Scenario:

As a Student Involvement BRIDGE student staff member you have been trying to get in contact with the President of your assigned student organization for the past few weeks. You checked your email today and found this email:

We're planning a food demo event and would like to use the MU ballroom for it. After talking to the officers we came up with some possible dates, either Friday three weeks from today, Thursday four weeks from today, or Saturday four weeks from today. We have never organized a big event before and our organization is fairly small with 5 officers and about 5 active members, so what do we need to know to make this event a successful one?
Bob (President of the OSU Shoe Club)

1. What might some concerns be?

2. How could they be addressed?

(This is a very abbreviated checklist for purposes of example only.)

Pass = Articulates 3 of the possible responses and/or any other well-reasoned and substantiated response for each question.

Possible Responses:

1. What might some concerns be?

- Group size large enough to pull off a large event
- Relationship of event to the purpose of the group
- Location not conducive to type of event being planned
- Timeframe for the event planning and preparation is short
- Funding the event
- Any other well-reasoned response: specify

2. How could they be addressed?

- Refer them to the event planning for student groups web site
- Ask the officers to meet with you to clarify their intentions and to provide coaching on event planning
- Suggest that they talk with the Food Group to see how they planned their last successful food demonstration.
- Any other well-reasoned response: specify

RUBRIC

Teamwork Rubric

Name: _____ Rater: _____

Skills	Criteria				Points
	1	2	3	4	
Helping: Students offer assistance to each other.	None Of the time	Some Of the time	Most Of the time	All Of the time	
Listening: Students work from each other's ideas.	None Of the time	Some Of the time	Most Of the time	All Of the time	
Participating: Each student contributes to the project.	None Of the time	Some Of the time	Most Of the time	All Of the time	
Persuading: Students exchange, defend, and thing about ideas.	None Of the time	Some Of the time	Most Of the time	All Of the time	
Questioning: Students interact, discuss, and pose questions to all members of the team.	None Of the time	Some Of the time	Most Of the time	All Of the time	
Respecting: The leader observed the students encouraging and supporting the ideas and efforts of others.	None Of the time	Some Of the time	Most Of the time	All Of the time	
Sharing: The leader observed the students offering ideas and reporting their findings to each other.	None Of the time	Some Of the time	Most Of the time	All Of the time	
Total Points					
Comments:					

http://www.teach-nology.com/web_tools/rebrics/process/

**Rubric (Rating Scale)
Cultural Sensitivity in the Work Environment**

_____ Demonstrates cultural sensitivity in the work environment

Rating guidelines:

- 5 . . . Consistently capable of working across cultures
- 4 . . . Recognizes own subtle attitudes, cultural limitations, is self-aware and is trying to improve
- 3 . . . Recognizes and usually avoids stereotyping but struggles to be comfortable in cross-cultural interactions
- 2 . . . Is aware of the need to be sensitive to cultural differences but often does not see how own beliefs and behaviors show cultural insensitivity
- 1 . . . Overtly culturally insensitive
- 0 . . . No basis upon which to rate

Group Project Rubric

Name: _____ Date: _____

Project title: _____ Rater: _____

Process	Below Average	Satisfactory	Excellent
1. Has clear vision of final product	1, 2, 3	4, 5, 6	7, 8, 9
2. Properly organized to complete project	1, 2, 3	4, 5, 6	7, 8, 9
3. Managed time wisely	1, 2, 3	4, 5, 6	7, 8, 9
4. Acquired needed knowledge base	1, 2, 3	4, 5, 6	7, 8, 9
5. Communicated efforts with leader	1, 2, 3	4, 5, 6	7, 8, 9
Product (Project)	Below Average	Satisfactory	Excellent
6. Format	1, 2, 3	4, 5, 6	7, 8, 9
7. Mechanics of speaking/writing	1, 2, 3	4, 5, 6	7, 8, 9
8. Organization and structure	1, 2, 3	4, 5, 6	7, 8, 9
9. Creativity	1, 2, 3	4, 5, 6	7, 8, 9
10. Demonstrates knowledge	1, 2, 3	4, 5, 6	7, 8, 9
11. Other:			
Total Score			
Comments:			

http://www.teach-nology.com/web_tools/rubrics/process/

Effectively Leads a Meeting Rubric (Rating Scale)

5 = Exceptional 4 = Present Most of the time 3 = Needs periodic coaching
 2 = Rarely demonstrates this behavior 1 = Behavior not present

___ Effectively communicates	___ Balanced summary of discussion
___ Listens and considers input from others	___ Goals of meeting accomplished
___ Involves diversity of people	___ Next steps planned
___ Maintains climate conducive to meeting function	___ Conducts meeting according to organization standards
___ Good use of time	

Presentation Rubric

Name: _____ Rater: _____

Date: _____ Title of Work: _____

Elements	Criteria				Points
	1	2	3	4	
Organization	Audience cannot understand presentation because there is no sequence of information	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required) with explanations and elaboration.	
Visuals	Student used no visuals	Student occasional used visuals that rarely support text and presentation.	Visuals related to text and presentation.	Student used visuals to reinforce screen text and presentation.	
Mechanics	Student's presentation had four or more spelling errors and/or grammatical errors	Presentation had three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Delivery	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly.	Student used a clear voice and correct, precise pronunciation of terms.	
Total Points					
Comments:					

http://www.teach-nology.com-web_tools/rubrics/process/

Collaborative Work Skills Rubric

CATEGORY	4	3	2	1
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
Preparedness	Brings needed materials and is always ready to work.	Almost always brings needed materials and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work	Often forgets needed materials or is rarely ready to get to work.
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Contributions	Routinely provides useful ideas when participating in the group. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group. May refuse to participate.

Collaborative Work Skills Rubric (continued)

CATEGORY	4	3	2	1
Pride	Work reflects this student's best efforts.	Work reflects a strong effort from this student.	Work reflects some effort from this student.	Work reflects very little effort on the part of this student.
Monitors Group Effectiveness	Routinely monitors the effectiveness of the group, and makes suggestions to make it more effective.	Routinely monitors the effectiveness of the group and works to make the group more effective.	Occasionally monitors the effectiveness of the group and works to make the group more effective.	Rarely monitors the effectiveness of the group and does not work to make it more effective.
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.

<http://rubistar.4teachers.org/index.php>

Rubric (Rating Scale)

Plan and Coordinate an Event

5 = Exceptional 4 = Present Most of the time 3 = Needs periodic coaching
 2 = Rarely demonstrates this behavior 1 = Behavior not present

-
- _____ Involves membership
 - _____ Establishes plans with input from group
 - _____ Delegates duties
 - _____ Follow-up and supports those responsible for specific duties
 - _____ Stays within budget
 - _____ Get appropriate approvals
 - _____ Communicates effectively with all involved
 - _____ Anticipates difficulties and acts to minimize

RUBRIC FOR CAMPUS VISITOR CENTER TOUR COORDINATORS REVIEW

Outcome	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
Sensitivity and ability to work with diverse populations	Greets all customers in a polite & friendly manner; keeps all conversations "customer focused;" familiar, appropriate & tactful language; demonstrates regard for customer through language, turn-taking & non-verbal signals; relaxed posture; communicates with respect & courtesy toward all customers at all times	Greets most customers in a polite & friendly manner; uses familiar language; demonstrates regard for customers through polite language; chooses phrasing that is not offensive	Greets customers; treats all customers in a similar way; provides few relevant examples; attempts at demonstrating regard for customers may be awkward at times	Does not provide customer greeting or is indifferent; shares inappropriate or personal conversations in front of customer; uses irrelevant examples, slang; tone may be interpreted as disrespectful
Knowledge about OSU	Wide range of knowledge regarding programs and facilities. Keeps up to date on current events on campus.	Depth of knowledge in a few specific areas.	Knowledge limited to one or two areas	Very limited knowledge in any specific area
Knowledge about admission processes	Wide range of knowledge regarding processes. Ability to point students in the right direction for best service; gives appropriate information.	Understands a few admissions' processes and knows where to go for questions	Understands basic admissions' process, but may overreach in giving information	None
Communication skills:				
Public Speaking & interpersonal	Adapts content specific to listener and situation; adds explanations and refers to listener's experience. Clear pronunciation; very few "uhms;" good consistent eye contact	Adapts content in a general way; grammar usually correct; volume may be uneven; may use a few "uhms;" good eye contact	Adapts poorly to listener; uses inappropriate concept for the experience of the listener (slang, jargon); speaks too fast or too slow; many "uhms;" inconsistent eye contact	Ignores listener and situation; volume too low; too many "uhms, you knows, likes;" very little eye contact; does not engage listener
Written	Grammar, spelling always correct; details in confirmation letters correct; personal style or comments added effectively	Grammar, spelling correct; confirmation details correct; does not add additional comments	Few grammatical, spelling errors; details correct	Grammatical, spelling errors; schedule details often incorrect
Ability to collaborate:				
Contributes	Student enthusiastically participates and encourages others' input	Student participates without encouragement	Student participates when specifically asked	Student relies on others' input for decisions and is hesitant to participate
Values others viewpoints	Always listens and speaks equally; does not argue with team; helps in reaching a fair decision	Listens, but sometimes talks too much; rarely argues; considers all views	Does most of the talking; sometimes argues; often takes sides without considering all views	Does not allow others to speak; usually argues; wants to have things their way

DELEGATION LEADERS

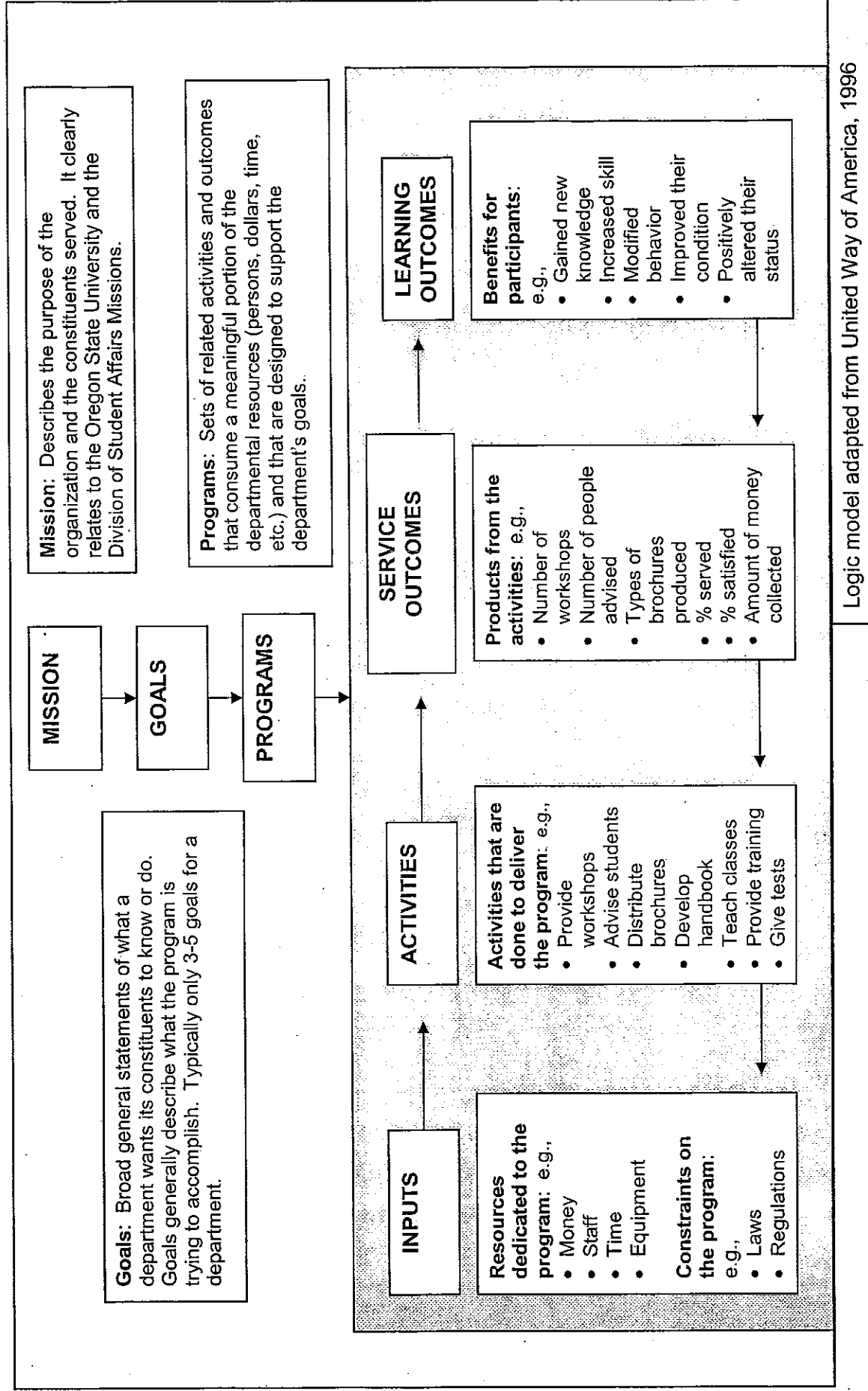
DEVELOP YOUR OWN RUBRIC

TEAMWORK

TEAMWORK INTERACTION
NOT EARLY INTERACTION w/ NEW STUD

	HIGH	MEDIUM	LOW	NA - not acceptable
RESPECT	interacts w/ all student answers welcome of all students treats all students equally	interacts w/ ^{most} students welcoming of most students treats most students w/ civ	interacts w/ some welcoming of some students treats some students w/ civ	does not interact w/ all students Dismissive of questions, concerns bad attitude, judgemental, degrading, speaks down
GROUP FACILITATION	Includes all students keeps conversation on focus all times on task	Includes most students keeps conversation on focus most times on task	Includes some students keeps conversation some	Does not include
LISTENING	keeps conversation on focus all times on task	keeps conversation on focus most times on task	keeps conversation some	does not keep conversation on
PARTICIPATION				
WORK QUALITY	answers all ?'s	answers some		
PREPARATION				

Logic Model Template for Typical Student Affairs Department Programs



RESOURCES

- * Bers, T.H., & Seybert, J.A. (1999). *Effective Reporting*. Tallahassee, FL: Association for Institutional Research (www.fseu.edu/lair/home/htm).

This is a great reference for those who are not accustomed to writing an assessment report or research report. It is a very readable, practical and small book packed with good advice and examples of ways to display data.

- * Bresciani, M. J., Gardner, M. M., Hickmott, J. (2009). *Demonstrating student success: a practical guide to outcomes-based assessment of learning and development in student affairs*. Sterling, VA: Stylus.

New book coming out in August, 2009. Will have wonderful examples of how many student affairs organizations have implemented best practices in assessment in their various organizations.

- * Bresciani, M.J., Zelna, C. L., & Anderson, J.A. (2004). *Assessing Student Learning and Development: A Handbook for Practitioners*. National Association of Student Personnel Administrators (<http://www.naspa.org/publications>).

If you want a comprehensive but brief handbook on assessing student learning in student affairs, this is your book. It provides information about many assessment strategies, methods, ways of thinking, etc.

Maki, P. L. (2004). *Assessing for learning*. Sterling, VA: Stylus.

Great examples of mapping as well as other real-life work samples. Wonderful resource.

Palomba, C. A. & Banta, T. W. (1999). *Assessment essentials: planning, implementing, and improving assessment in higher education*. San Francisco, CA: Jossey-Bass.

Great overall text that provides both theory as well as information on implementation.

Schuh, J. H. (2009). *Assessment methods for student affairs*. San Francisco, CA: John Wiley & Sons, Inc.

Stevens, D. D., & Levi, A. J. (2005). *Introduction to Rubrics*. Sterling, VA: Stylus Publishing LLC.

For those of you who are venturing into rubrics or checklist types of assessment, this book is a must. It will give you a step-by-step process for the development of these tools.

Suskie, L. A. (1996). *Questionnaire Survey Research: What Works* (2nd Edition). Tallahassee, FL: Association for Institutional Research (www.fsu.edu/~air/home.htm).

This book is great when you are trying to figure out how to ask a question or how to set up your questionnaire/survey. It provides guidance that can help you think about how you want to ask questions and how to relate that data to the analysis.

United Way of America (1996). *Measuring Program Outcomes: A Practical Approach*. Alexandria, VA: United Way of America (www.unitedway.org)

The United Way of America has been involved with measuring program outcomes for some time. This very practical approach will be helpful when you think about program outcomes versus learning outcomes. It is an easy reference to use with great examples and suggestions. (It has a good articulation of how units can translate their services into the educational framework of outcomes.)

Other Resource Suggestions

Bresciani, M. J. (2006). *Outcomes-based academic and co-curricular program review: A compilation of institutional good practices*. Sterling, VA: Stylus.

Huba, M. E. & Freed, J. E. (2000). *Learner-centered assessment on college campuses: shifting the focus from teaching to learning*. Needham Heights, MA: Allyn & Bacon.

Excellent articulation of how to shift from a teaching orientation to a learning orientation. Very readable.

Keeling, R. P. (Ed.) (2004). *Learning reconsidered: a campus-wide focus on the student experience*. Washington, DC: National Association of Student Personnel Administrators and American College Personnel Association.

Keeling, R. P., Wall, A. F., Underhile, R., & Dungy, G.J. (2008). *Assessment reconsidered: institutional effectiveness for student success*. Washington, DC: ICSSIA, NASPA, Keeling & Associates.

NASPA's NetResults

Bresciani, M. J. (2003, September). Writing measurable and meaningful outcomes. *NASPA's NetResults*. Retrieved September 9, 2003 from <http://www.naspa.org/membership/mem/nr/article.cfm?id=475>

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For more information consult the OSU Student Affairs Website:

<http://oregonstate.edu/studentaffairs/assessment/index.html>

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