

## ASSESSMENT RESOURCES

### Web Resources

*AACU Association of American Colleges and Universities*

[www.aacu-edu.org/issues/assessment/index.ofm](http://www.aacu-edu.org/issues/assessment/index.ofm)

This website is helpful for anyone facing reaccreditation.

*Academic Quality Improvement Program home page.*

<http://www.aqip.org/> The Higher Education Commission of the North Central Association of Colleges and Schools. (2005). Retrieved October, 16, 2005.

Colleges and universities already accredited by the Higher Education Commission of the North Central Association of Colleges and Schools can elect to participate in the ongoing AQIP program as an alternative to the traditional decennial re-accreditation process. AQIP provides a framework for continuous improvement following the Quality model. Assessment is an integral part of this process.

*ACPA Principles of Good Practice*

[www.acpa.nche.edu/pgp/principle.htm](http://www.acpa.nche.edu/pgp/principle.htm)

Principles to guide the daily practice of student affairs work. Includes inventories designed to help student affairs professionals examine their individual and institutional mission, goals, policies and practices to determine their level of consistency with the identified Principles of Good Practice. Each Inventory can be used to assist student affairs professionals and other members of the campus community to review current activities and to identify new initiatives they might wish to pursue.

*Alternative assessment in higher education: Websites for a learner-centered approach*

<http://www.ala.org/ala/acrl/acrlpubs/crlnews/backissues2004/november04/alternativeassessment.htm>

This website from the ALA discusses the need for alternative assessment methods. It mentions the report from Association of American Colleges and Universities: Greater Expectations: A New Vision for Learning as a Nation Goes to College. The objective of these alternative assessment methods is to "...address multiple types of learning and evaluate nuanced capacities..." It follows with internet resources to use for aid in developing these new methods.

*Assessment Handbook created by Georgia Institute of Technology*

[http://www.assessment.gatech.edu/eReports/apple\\_pie\\_assessment/apple.html](http://www.assessment.gatech.edu/eReports/apple_pie_assessment/apple.html)

This website could be helpful for anyone just beginning their research on the topic of assessment. In a creative user friendly language they have created a manual which they term "A Baker's Guide to Assessment Plan Development". The site has an 11 stage process for how to create an effective assessment.

*Assessment of The First-Year Experience: Six Significant Questions*

<http://www.sc.edu/fye/resources/assessment/pdf/Cuseos6Qs-web.pdf>

This resource focuses on asking the right questions: Why, What, When Who, Where, How; as they pertain to the First Year Experience. It has an excellent reference list.

*Association of American Colleges and Universities*

<http://www.aacu.org/issues/assessment/index.cfm>

Initiatives, publications and resources about Assessment in Higher Education. Examples of initiatives and assessments at various Universities in different content areas. This website is good for people who want to get an overview of many different assessment programs going on all over the country at different Universities. There are links to reports of the assessments at many of these Universities.

*California State University Assessment Resources*

[http://www.calstate.edu/AcadAff/Sloa/links/student\\_affairs.shtml](http://www.calstate.edu/AcadAff/Sloa/links/student_affairs.shtml)

This site maintained by California State University list several online resources for assessment.

*Center for the Study of Higher Education*

<http://www.ed.psu.edu/cshe/nctla.html>

While this site is not loaded with surveys, tests and research samples, it does link the reader to information about the NTCLA and the 2004 summer institute. I found the information to be valuable even though dated...it links the reader back to ACPA thus affirming the importance of the organization to higher education.

*Central Queensland University – World of Campuses*

<http://ahe.cqu.edu.au/>

The Central Queensland University – World of Campuses site claims to be in its preliminary form, but it is very advanced in the information it provides. This site provides a central resource for researchers and practitioners active in the area of student assessment, particularly within the field of higher education. It also has links to discussion lists, articles, journals, books, conferences, software tools, organizations and other sites. A special section is devoted exclusively to multiple choice tests and another section lists glossaries of terms used in the literature.

Topics covered include technological support for assessment, self, peer and group assessment, multiple-choice and short-answer tests, summative and formative assessment, closed-book, open-book, and take home exams, and the costs and politics associated with assessment.

*Counseling Center Village*

<http://ccvillage.buffalo.edu/>

By following the link to “Research and Technology,” one can view research documents published by various counseling centers. The site includes an opportunity to participate in a national study on counseling center trends. While the site is geared toward college counseling centers, the research links have a broader application to student affairs.

*DRAGON: A collection of Student Affairs Resources*

<http://wbarratt.indstate.edu/dragon/home.htm>

The DRAGON site is an excellent starting point that provides a great number of links to assessment related information and resources that are helpful for designing and conducting assessment projects. The two most helpful sections of the site include the clearinghouse and on-line access to assessments.

*Educational Benchmarking Inc.*

<http://www.webebi.com/default.aspx>

This is a commercial site that provides assessments for colleges and universities in different areas such as housing, college unions, and First Year Experience. The site also has articles and other resources.

*Educational Testing Service*

<http://www.ets.org/portal/site/ets/menuitem.435c0b5cc7bd0ae7015d9510c3921509/?vgnnextoid=932ae3b5f64f4010VgnVCM10000022f95190RCRD>

This link takes you to the ETS.ORG “Our goal is to serve higher education with an array of tests, learning tools, surveys and services useful for outcomes assessment, institutional evaluation, and self-study.”

*ERIC Education Resources Information Center*

[www.eric.org](http://www.eric.org)

Bibliographic information for hundreds of articles on assessment, evaluation, statistics, and educational research

*Florida Atlantic University: Assessment Resources*

<http://iea.fau.edu/pusateri/assess/index.htm>

The FAU site is excellent from its starting sentence, which reads, “This site is dedicated to implementation of FAU’s Effectiveness Plan for Improving Continuously (EPIC). Its intent is to be the first stop of faculty, administrators, and support staffs who seek information and resources on assessment.” On this website there are three major sections:

1. Links to resources on assessment that break down into categories, such as resources on assessing student learning, resources for colleges and departments, and grant opportunities.
2. FAU’s model of assessment
3. Archival websites

*Florida State University Student Affairs Research*

<http://www.studentaffairs.fsu.edu/research/resources/>

Web site includes links to a variety of evaluation resources, including a basic guide to program evaluation, guide to conducting focus groups, and sample size calculator.

*Guidelines for Program Assessment- St. Cloud State University Assessment Office.*

<http://condor.stcloudstate.edu/~assess/guidelines.html> retrieved February 15, 2004.

Provides a basic outline and steps for developing an assessment plan for programs. The “Ten Step Plan” guideline offers questions for each section that helps the program developer focus on areas such as educational purpose, audience, assessable education, educational criteria and experiences, standards and levels, which assessments to use for measurement, interpreting and reporting assessment results, revision methods, and strategies for change.

*Higher Education Research Institute (HERI)*

[www.gseis.ucla.edu/heri/heri.html](http://www.gseis.ucla.edu/heri/heri.html)

Projects of the graduate school of Education and Information Studies at UCLA  
Information from and about national student surveys.

*The Higher Education Resource Hub, assessment resources*  
<http://www.higher-ed.org/resources/Assessment.htm>

This page lists several resources, including websites, books and articles, related to assessment efforts.

*Indiana Project on Academic Success*  
<http://indian.edu/~ipas1/home.html>

Materials on using action inquiry to enhance assessment in student affairs.

*Indiana University at Purdue University Indianapolis Assessment Institute 2005*  
[www.iub.edu/~nsse](http://www.iub.edu/~nsse)

Information relating to all aspects of assessment from their recent conference.

*Information Literacy Competency Standards for Higher Education*  
<http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm#ilassess>

This website from the Association of College and Research Libraries addresses the information literacy of higher education. Per the website, “information literacy is a set of abilities requiring individuals to ‘recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.’” It recognizes the infinite number of resources information can be acquired from and encourages learning how to use and access such resources. The website also provides the information literacy standards and performance levels of students in higher education outlining student needs.

*James Madison University Center for Assessment and Research Studies*  
<http://www.jmu.edu/assessment/>

Mission: “The Center for Assessment and Research Studies seeks to become a nationally recognized standard of excellence for assessment programs in higher education through its doctorate in assessment and measurement, through practitioner work on campus, through professional organization, and through writing in national publications...”

The Center is actually a graduate program at JMU, but their website provides useful assessment information. The website offers a page on “Assessment Resources” which provides links to the following:

- Information for other institutions (including a Dictionary of Student Outcome Assessment)
- Assessment Methods (including Assessment Instruments, Assessment Tips, Techniques, and Examples, Template for Assessment Plan and Report)
- Center Scholarship (this provides written report on specific areas of assessment research)
- Relevant Assessment Links (including General Assessment and Institutional Assessment)

*Miami University Evaluation of Diversity Plan*  
<http://www.miami.muohio.edu/provost/reports/diversity03b.pdf>

Evaluation of Miami University (Ohio) progress towards a diversity plan and multiculturalism. This includes information about residence hall programs that encourage multiculturalism.

*Michigan State University Department of Residence Life*  
<http://www.reslife.msu.edu/assessment.php>

A large number of surveys done by the Department of Residence Life at Michigan State University, including transfers, first-years, sophomores, and the community as a whole.

*Montana State University – Bozeman; Academic Affairs Student Outcomes Assessment*  
<http://www.montana.edu/~aircj/assess/>

This website provides 15 links from Mission Statement to General Education to Capstone Courses and Advising. The Mission Statement includes a sentence that reads, “In accomplishing our mission, we remain committed to the wise stewardship of resource through meaningful assessment and public accountability.” The AAHE Principle link shares “Principles of Good Practice for Assessing Student Learning.” Each link provides valuable information for assessing programs and doing so systematically.

*National Academic Advising Association (NACADA)*  
<http://www.nacada.ksu.edu>

The National Academic Advising Association (NACADA) also sponsors the Assessment of Advising Commission. NACADA offers many resources that can be used to assess the academic advising practices of an institution. These resources are not only for advisors, but other institutional stakeholders who may be interested in the effectiveness of advising at an institution, such as VPs, Presidents, department chairs, and directors of institutional research. NACADA will be holding an Assessment Institute on February 8-10 at the Hilton Hotel in Clearwater Beach, FL.

*NACADA Assessment of academic advising: Instruments and resources.* Retrieved October 16, 2005, from National Academic Advising Association Web  
<http://www.nacada.ksu.edu/Clearinghouse/Links/assessment.htm>

This web site is a gold mine for anyone wishing to learn more about or perform assessment of academic advising programs. It contains both articles about the assessment process and assessment tools in use at various colleges and universities around North America.

*NACADA Assessment of Advising Commission resources.* Retrieved October 16, 2005, from National Academic Advising Association Web site:  
<http://www.nacada.ksu.edu/Commissions/C32/resources.htm>

The user note states: “The purpose of this website is to provide a space for the exchange of assessment information among NACADA members. NACADA and the Assessment of Advising Commission do not evaluate, authenticate, nor endorse any assessment instrument or method submitted for posting on this website. Please contact submitters directly for information on validity and reliability, authorship, and copyright restrictions. We urge you to use the information on this website solely to begin or further discussion on assessment at your institution.” This web site includes tools and other resources.

*National Association for College Admissions Counseling (NACAC)*

[http://www.nacac.com/downloads/SoCA\\_Web.pdf](http://www.nacac.com/downloads/SoCA_Web.pdf)

On the website they provide their annual “State of College Admission Report,” based upon results of their Admissions Trends Survey and their Counseling Trends Survey. The Counseling Trends Survey polled high school guidance counselors in May of 2004 and the Admissions Trends Survey polled college admissions counselors in August of 2004. This website is most informative in how it portrays a formative evaluation. One not only has access to tables and results from the surveys, but also has the ability to see how NACAC translates the information into an evaluative report.

*National Association of College and Employers*

[http://www.naceweb.org/info\\_public/surveys.htm](http://www.naceweb.org/info_public/surveys.htm)

The National Association of College and Employers has a comprehensive website for its members. The survey section has research reports for both the public and organizations members. The focus of these surveys and reports related to careers, job outlook, salary data, recruiting trends for employers, benchmarking data and international data. This is a great resource for those in the career services field as well as those that might need quick employment data.

*The National Center for Educational Statistics*

<http://nces.ed.gov/>

The National Center for Education Statistics is a government website that hosts a multitude of information. The site covers information on early childhood through post secondary education. Readers can link through assessment information or go directly to areas of interested such as international or postsecondary. NCES purpose to collect and analyze data that is related to education in the US and other countries.

*National Center for Postsecondary Improvement*

[http://www.standord.edu/group/ncpi/unspeficied/assessment\\_states/instrucments.html](http://www.standord.edu/group/ncpi/unspeficied/assessment_states/instrucments.html)

The purpose of this website is to provide resources for state policy-makers who are responsible for implementing assessment protocol. The sources of the information include the Educational Testing Service’s Test Collection (ETS) and the Association of Institutional Research /American Council on Education (AIR/ACE). They provide an assortment of links to other assessment instruments that are broken down into four categories, institutional effectiveness, basic skills, affective development, and major field exams. The great thing about this website is that they provide with assessment instruments that have already been created!

*National Teaching and Learning Forum*

<http://www.ntlf.com/html/lib/faq/al-aahe.htm>

This web page talks about several of the questions we have been asking during this course and provides interesting opinions and definitions.

*National Resource Center for the First Year Experience and Students in Transition First-Year Assessment Instrument Database*

<http://nrc.fye.sc.edu/resources/survey/search/index.php>

This is a great search engine for finding instruments to use to assess many facets of a first-year program.

*National Survey of Student Engagement - How Perspective Students Can Use the National Survey of Student Engagement (NSSE) Results From Current Students to Choose a College*  
[www.alverno.edu/for\\_educators/ore.pdf](http://www.alverno.edu/for_educators/ore.pdf)

Alverno is asking perspectives to look at what their own students say about their experience through NSSE. An interesting use of assessment.

*Non-Returning First-Year Students: Why They Leave and Where They Go*  
[http://www.umass.edu/oapa/oapa/publications/assessment\\_bulletin/2001/Retention-WhyTheyLeave.pdf](http://www.umass.edu/oapa/oapa/publications/assessment_bulletin/2001/Retention-WhyTheyLeave.pdf)

This resource focuses on retention and why students voluntarily leave UMass Amherst after the first year; academic, financial, home/family issues. Results are applicable to other institutions.

*North Carolina State University Assessment Resources*  
<http://www2.acs.ncsu.edu/UPA/assmt/resource.htm>

This website is from the University Planning and Analysis department at North Carolina State University. This particular page offers links to a large amount of resources that may be useful for assessment planning. There is a categorical index for the links. It includes definitions of assessment, assessment documents, types of assessment done at various universities and more.

*North Carolina State University Office of Assessment, New Student Orientation*  
<http://www.ncsu.edu/assessment/success/nso.htm>

It provides an interesting look at what a department did with the information obtained through assessment. The policy changes section particularly interesting.

*North Central Regional Educational Laboratory*  
[http://www.ncrel.org/sdrs/areas/stw\\_esys/4assess.htm](http://www.ncrel.org/sdrs/areas/stw_esys/4assess.htm)

This website describes assessment in detail for NECREL. It presents information on a in a clear and straightforward manner, something I appreciate. It lists the purpose of assessment, who needs assessment, and effects & characteristics of “good” assessment. It also suggests criteria for conducting assessment.

[http://www.ncrel.org/sdrs/areas/rpl\\_esys/assess.htm](http://www.ncrel.org/sdrs/areas/rpl_esys/assess.htm)

This link takes you to a series of essays related to assessment in the field of education. While the site has more of a focus on K-12 systems, it still provides examples of assessments and certain criteria recommendations for creating assessment.

*Pennsylvania State University Student Affairs Research and Assessment*  
<http://www.sa.psu.edu/sara/>

The Penn State University created a comprehensive website on all of their Student Affairs Assessment and Research Activity dating back to 1995. This website is useful in following the on-going, longitudinal assessment that one institution is developing.

*PFLAG Assessment Results*  
<http://www.pflag.org/index.php?id=116>

This website post the results of an actual assessment (2004) on the climate of GLBT issues in schools. It provides statistics for anyone interested in finding out quantitative data on GLBT climate in school systems.

*The Policy Center on the First Year of College*  
<http://www.brevard.edu/fyc/resources/index.htm>

This page has assessment instruments used to assess first-year programs and learning outcomes.

*Practical Assessment, Research, and Evaluation*  
<http://pareonline.net/>

This is a very useful on-line journal with articles about assessment in higher education. The articles cover a variety of topics - from creating an assessment to administering it to analyzing the data. This is a very comprehensive site and would be useful for anyone interested in assessment and research.

*Smith College Themed-Living Task Force*  
<http://www.smith.edu/rltaskforce/process.php>

Information on the Smith College Residential Life Task Force's review of theme-based living and the room selection process, as well as proposals for the potential reformation of the room selection process. Website includes their residential life survey.

*St. Cloud State University, University Assessment Office*  
<http://www.stcloudstate.edu/assessment/program.asp>

Given our recent discussion about the differences (if there actually are any) between research, assessment and evaluation, this website provides an interesting breakdown. Many of the references are the same as noted in the ACPA article recommended for this week, but the content is laid out in an easy to scan fashion.

*StudentAffairs.com On-line magazine*  
<http://www.studentaffairs.com/ejournal/archive.html>

This is studentaffairs.com on-line magazine for technology and student affairs. Do a search for assessment and you will get 70 results with articles such as "Web-based Data Collection and Assessment in Student Affairs."

*Student Affairs Research Tools Archives*  
<http://wbarratt.indstate.edu/dragon/evals/home.htm>

Web site includes online assessment and evaluation tools from the Indiana State University Department of Counseling class in Program Evaluation (COUN 712) taught by [Dr. Richard Antes](#). Permission is granted to use and copy these instruments for educational purposes. This material may not be commercially reproduced without the express permission of each instrument author.

*Student Assessment in Higher Education: A Comparative Study of Seven Institutions*  
[http://www.stanford.edu/group/ncpi/documents/pdfs.comparative\\_seven.pdf](http://www.stanford.edu/group/ncpi/documents/pdfs.comparative_seven.pdf)

This study looks at seven institutions that identify as actively involved in assessment efforts to be used as models for institutions that are attempting to get assessment programs off the ground.

*Syracuse University - Office of Residence Life Assessment Site. 2005*

<http://orl.syr.edu/assessment/references.htm>

This website is FULL of great guides to assessment in higher ed and student affairs. I checked out the first two on the website and they were good resources.

*Syracuse University Student Life Experience Study*

<http://www.syr.edu/selfstudy/report1/studentlife.html>

A self study of the Student Life Experience (including Residence Life) at Syracuse University. Discusses programming, health and academics, and also includes general information on how students perceive living in residence halls.

*Texas A&M Assessment Resources*

<http://www.tamu.edu/marshome/assess/HTMLfiles/oabooks.html>

Outcomes Assessment Resources on the Web

This page provides links to assessment in higher education loosely organized into eight categories.

- University Assessment Pages
- General Resources
- Agencies, Institutes and Organizations
- Assessment Instruments and Techniques
- Assessment Papers and Reports
- Commercial Resources on Assessment
- Benchmarking
- Software

*University of California-Berkeley Living-Learning Survey*

<http://www.housing.berkeley.edu/student/L-LSurveyIntro.pdf>

A copy of the UC Berkeley Living-Learning survey initiated in Spring 2002 to assess the effect of residential programs.

*The University of California, Chico*

<http://www.csuchico.edu/community/assessment.html>

They developed institution-wide process for assessment, beginning in 1993. The site provided overarching assessment methods and guidelines along with each division of the institution having a draft policy for undertaking assessment.

*University of Minnesota Parent Programs*

<http://www.parent.umn.edu/>

This is the homepage with extensive links to their work; including a fun, monthly survey that they do, keeping parents energized about the work being done.

*University of North Carolina at Charlotte*

<http://www.uncc.edu/stuaffairs/research.htm> University of North Carolina at Charlotte.

This is the website for student affairs research at UNC-Charlotte. It includes information about assessment programs at that institution, but also includes links for student affairs research across the nation. A helpful feature of this website is that it is updated regularly, so most of the links work and the information is relatively current.

*Virginia Tech Diversity Strategic Plan*

<http://www.dsp.multicultural.vt.edu/climate/undergraduate.shtml>

This website posts results of a survey of the campus climate at Virginia Tech as part of their Diversity Strategic Plan. It could be helpful to anyone creating a strategic plan for their campus, and/or for anyone interested in diversity issues on college campuses.

## **Books and Articles**

Alstet, J.W. (1995). Benchmarking in higher education: adapting best practices to improve quality. *ASHE- ERIC Higher Education Report No 5*. Washington, DC.

The author begins by discussing the relationship of benchmarking in the business world to Higher Education. While the resource was published in 1995, the book provides the reader with a general overview of benchmarking, the steps in designing a benchmarking study and resources that are available to assist in the benchmarking process.

American College Personnel Association. (1996). *The Student Learning Imperative*. Retrieved from <http://www.acpa.nche.edu/sli/sli.htm>

American College Personnel Association and National Association of Student Personnel Administrators (2004). *Learning reconsidered: a campus-wide focus on the student experience*. [On-line].

Available: <http://www.myacpa.org/pub/documents/LearningReconsidered>

Most assessment literature talks about the emphasis on learning in higher education. This document focuses on the role of student affairs in supporting learning. Gives many examples of student learning outcomes and how student affairs can contribute to those outcomes. The article includes a section on “assessment and evaluation.”

Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass.

Even though this book is written about assessment in the classroom, the techniques could be very easily translated over to the Student Affairs arena. The authors assert that for us to improve, we need to determine when we are off course, how far, and how to get back on track. Included are a self-contained self-assessment inventory and advice on assessment, i.e., how to make a plan, implement, and analyze. Maybe the best feature is a detailed list of 50 assessment techniques providing a rich resource for ideas.

Angelo, Thomas A. (1999, May). Doing assessment as if learning matters most. *AAHE Bulletin*, 51(9), 3-6.

Astin, A.W. (1993). *Assessment for excellence: The philosophy and practice of assessment and evaluation in higher education*. Phoenix, AZ: Oryx Press.

Banta, T. W., Lund, J. P., Black, K. E., Oblander, F. W. (Eds.) (1996). *Assessment in practice: Putting principles to work on college campuses*. San Francisco: Jossey-Bass.

Barr, R. B., & Tagg, J. (1995, Nov/Dec). From teaching to learning: A new paradigm for undergraduate education. *Change*, 27(6), 12-25.

Baron, Mark A and Boschee, Floyd (1995). *Authentic Assessment: The Key to Unlocking Student Success*. Technomic Publishing. Lancaster, PA.

Baron and Boschee give some great outlines regarding both the process of initializing assessment with stakeholders for both gaining support for an assessment and providing proper planning for

an assessment. This text focuses on gearing up for an assessment through the formation of committees and how to implement them but not the actual assessment tool.

Bloom, Benjamin S. (1968). *Learning for Mastery*. UCLA: *Center for the Study of Evaluation of Instructional Programs*, (1)2. Los Angeles, CA.

This text is incredibly useful in understanding what assessment is and what learning is all about. The focus here is the outcomes and settings. The methods used to teach and the factors that are involved in student learning are organized and the focus is on making sure instruction is effective based on the learner and addressing individual differences in learning and evaluating. The goal for Bloom is to set the level of learning and then assist all students to attain that level.

Boyer, Ernest L. (1997). *Scholarship reconsidered: Priorities of the professoriate*. Menlo Park CA: Carnegie Foundation for the Advancement of Teaching.

Bresciani, M. (2002). External partners in assessment of student development and learning. *New Directions for Student Services*, 2002(100), 97-110.

This chapter discusses the role of external partnerships in student development and learning outcomes assessment in the context of results from a national survey of senior student affairs officers. It discusses the steps taken in assessing outcomes, barriers to assessment, and where one can go for help with assessment.

Bresciani, M. J., Zelna, C. L., and Anderson, J. A. (2004). *Assessing Student learning and development: A handbook for practitioners*. Washington, D.C.: National Association of Student Personnel Administrators.

This is a step by step guide for Assessment in the area of Student Affairs. It begins with the importance of assessing student learning and development and takes the reader through tools, criteria and rubrics. It also includes good examples of case studies.

Brown, S. & Glasner, A. (Eds.). (1999). *Assessment Matters in Higher Education: Choosing and Using Diverse Approaches*. Buckingham, England: Society for Research in Higher Education.

Bryson, John. (1995). *Strategic planning for public and nonprofit organizations (Revised edition)*. San Francisco: Jossey-Bass.

Carroll, John B. (1963). A Model of School Learning. *Teachers College Record* (64).

This material goes hand in hand with Benjamin Bloom and even though the focus is on elementary education it does not change the view of how someone learns and how to address educational problems. Perseverance is addressed in both Bloom and Carroll's texts and for Higher Ed, understanding when a student will give up on learning or how long it takes for a student to learn is Carroll's focus. He also focuses on the external by addressing the quality of instruction and what the student's learning opportunities are.

Chickering, Arthur W., & Gamson, Zelda. (1987, July). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 39(7), 5-10.

Chickering, Arthur W., & Gamson, Zelda F. (1991). Applying the seven principles for good practice in higher education. *New Directions for Teaching and Learning, No. 47*. San Francisco: Jossey-Bass.

Cooper, S. E. & Archer, J. A. (2002). Evaluation and research in college counseling center contexts. *Journal of College Counseling, 5*(1), 50-59. Alexandria, VA: American Counseling Association.

Cooper and Archer note that doing assessments and evaluations are commonplace in university counseling centers, but they assert that there needs to occur an increased level of research in this area. The authors developed a three-page survey called “College Counseling Center Evaluation and Research Activities” and sent them to college counseling services directors. Through increased levels of research activities, counseling services can enhance their accountability to the people who make decisions about whether to support its activities. Seven strategies were presented for those counseling services who wish to enhance the culture of support for research.

Council for the Advancement of Standards in Higher Education (2006). *CAS Professional Standards for Higher Education* (6<sup>th</sup> ed.). Washington, D.C.: Council for the Advancement of Standards in Higher Education.

Council for the Advancement of Standards in Higher Education (2006). *Frameworks for Assessing Learning and Development Outcomes*. Washington, D.C.: Council for the Advancement of Standards in Higher Education.

CAS provides professional standards for different programs in Higher Education that can be used as a foundation to build objectives and goals from.

Cross, K. P., & Steadman, M. H. (1996) *Classroom research: Implementing the scholarship of teaching*. San Francisco: Jossey-Bass.

This book helps the higher education professional determine how their students perceive their services, determine what is interfering with these perceptions, and then examine long-term issues. The constant throughout is, “How can our services be more productive for the students?” Through case studies, the reader is challenged to identify pertinent assessment issues from within the higher education context.

Dana, R. H. (1993). *Multicultural Assessment Perspectives for Professional Psychology*. Needham Heights, MA: Allyn and Bacon.

This book could be helpful for anyone interested in assessment. According to the author, however, the book is written primarily for middle-class Anglo-Americans as a resource “to provide necessary information for culturally competent assessment practice.” The book is divided into ten chapters. Four of the chapters are exclusively devoted to specific populations such as Asian Americans, African Americans, Native Americans, Hispanic Americans. The remainder of the book provides explanations on the purpose of assessments and two distinct approaches to assessment.

DeStefano, T. J., Mellott, R. N., & Petersen, J. D. (2001). A preliminary assessment of the impact of counseling on student adjustment to college. *Journal of College Counseling, 4*(2), 113-121. Alexandria, VA: American Counseling Association.

In the face of increasing student demand for personal counseling services coupled with decreasing financial resources, many administrators look at how counseling services contribute

to the larger mission of higher education. This assessment was implemented at Northern Arizona University in Flagstaff. A self-report questionnaire was selected that was actually designed to assess student adjustment to college. The purpose was to compare adaptation to college by students who received counseling with those students who did not seek counseling. Conducting assessments of this nature underscores the effectiveness of counseling services and helps justify its existence.

Dolence, Michael G., & Norris, Donald M. (1995). *Transforming higher education: A vision for learning in the 21st century*. Ann Arbor, MI: Society for College and University Planning, 1995.

Dungy, G. J. (1999). View from Community Colleges. *New Directions for Student Services*, 1999(85), 33-45.

The importance of student affairs research and assessment at two-year institutions is discussed. Several community college leaders express many ideas and concerns. I cannot remember if anyone from the class is at a community college but I thought the article was interesting for all to consider.

Entwistle, Noel J. (2000). Approaches to studying and levels of understanding: The influences of teaching and assessment. In J. C. Smart (Ed.), *Higher education: Handbook of theory and research*, Vol 15 (pp. 156-218). New York: Agathon Press.

Erwin, T. D. (1993). Outcomes assessment. In Barr, M. J., & Associates. *The handbook of student affairs administration* (pp. 230-241). San Francisco: Jossey-Bass.

Erwin discusses various ways in which to self-assess from within Student Affairs. He provides examples of an “after-only” study, a before-and-after approach or pretest-posttest design, a comparing of similar sub-groups with one group serving as a control group, and a comparing of first-year students with second-year students (or third and fourth). Just because a student affairs service exists does not mean that there are positive student results.

Ewell, P. T. (1997). Strengthening assessment for quality improvement. In Peterson, M. W., Dill, D. D., Mets, L. A., & Associates, *Planning and management for a changing environment: A handbook for redesigning postsecondary institutions* (pp. 360-381). San Francisco: Jossey-Bass.

Ewell challenges readers to consider changing our mind-set from “end-point achievement” assessments to continuous monitoring of the processes of our services and how they interconnect. Ewell’s subsequent challenge is determining how to embed our assessment results into ongoing planning and budget development.

Fernandez, N. P. (2006). Integration, reflection, interpretation: Realizing the goals of a general education capstone course. *About Campus*, 11(2). Washington, D.C.: ACPA.

Ongoing assessment, including exit interviews of students, brought to the attention of faculty involved with California State Polytechnic University at Pomona’s Interdisciplinary General Education Program (IGE) that the outcomes were not being reached. Fernandez discussed the process by which a broader exploration of the outcomes was achieved, focusing not merely on the capstone course, but also on the other courses of the IGE. As a result of the assessment, the IGE emerged as a more coherent and integrated experience for the students.

Flateby, T. L. (2005). Maximizing campus responsibility for the writing assessment process. *About Campus*, 9(1). Washington, D.C.: ACPA.

Undergraduate student achievement in writing became a campus-wide concern at the University of South Florida (USF). An overhaul of the methods used to assess student writing resulted in more consistent assessment of student work, better-defined learning outcomes, and a stronger collaboration among various campus constituents. Flateby detailed the approach and methodology behind the new rubrics for the writing program and explains how the current writing model was chosen.

Goodin, G.S., Parker, D.R., Shaw, S. & McGuire, J.M. (2004). *Program Evaluation of Postsecondary Student Services: From Theory to Practice*. Waltham, MA: Association on Higher Education and Disability.

This publication is targeted to student affairs professionals who are involved in disability services. The authors believe that individuals need to understand the theory of program evaluation in order to be effective in carrying it out. The first part of the book focuses on theory and the second half focuses on practical tools. The text is short (75 pages) and includes a CD which contains samples of all sample documents. This publication could likely be adapted to use with programs other than disability services.

Harms, Joan Y. (2001). *Identifying assessment needs of student affairs professionals using a web-based survey*. Paper presented at the Annual Conference of the National Association of Student Personnel Administrators (83rd, Seattle, WA, March 17-21, 2001).  
<http://ericae.net/scripts/seget2.asp?db=ericft&want=http://ericae.net/ericdc/ED458465.htm>

A very interesting study that conducted a needs assessment for student affairs professional regarding their knowledge of assessment and what they believe their needs to be conducting and utilizing assessment in their work. This article provides an interesting prospective into the comfort level and knowledge base of colleagues.

Huba, Mary E., & Freed, Jann E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning*. Boston: Allyn & Bacon.

Kalsbeek, D. H. (1994). New perspectives for assessing the residential experience. In Schroeder, C. C., Mable, P. & associates (Ed.), *Realizing the educational potential of residence halls* (pp. 269-297). San Francisco: Jossey-Bass.

Killion, J. (2002). *Assessing Impact, Evaluating Staff Development*. Oxford, OH: National Staff Development Council.

Provides a basic outline for program evaluation. These “8 Smooth Steps” that have been divided into three phases that include the planning phase, conducting phase, and reporting phase.

Linkon, S.L. (July/Aug. 2005). How can assessment work for us? *Academe*, 91(4), 28-32.

This is another article that advocates the importance of assessment in higher education, particularly for faculty. Regarding assessment, “we should do so not only because we care about our students' learning, but also because our critical engagement may allow us to change the way assessment is practiced and understood.” It addresses resistance, responses to assessment (be involved with its development), and ownership.

Light, R. L. (2004). Changing advising through assessment. *The Journal of the National Academic Advising Association* (24), 1&2. pp. 7-16.

This article offers the experience of a Harvard committee given a charge by the president, who set out to see if what they do really matters. The committee offers their very clear and concise goals, with an effort for efficient assessment, in looking at how we view and assess student learning on our campuses. The article also supports the idea of advisors viewing themselves as educators and viable pieces of the academic curriculum.

Lundervold, D. A., & Belwood, M. F. (2000). The best kept secret in counseling: Single-case (N = 1) experimental designs. *Journal of Counseling & Development*, 78(1), 92-102. Alexandria, VA: American Counseling Association.

The authors assert that the traditional decision-making method used by counselors from within therapeutic sessions is called clinical judgment and that this method is fraught with reliability and validity problems. In its effort to enhance its credibility in the world of research and the scientific method, Lundervold and Belwood say that they find it ironic that the counseling profession does not routinely use a research methodology, single-case (N = 1) design. In single-case designs, the initial session becomes the baseline and, for example, an assessment is conducted at this point. Together the client and the counselor select a “target of change” they wish to occur. The independent variable, then, are the subsequent counselor actions during the next sessions of ongoing therapy and the clients response. Essentially, this is the treatment.

When the client is being prepared for termination, then, a post-treatment assessment is conducted and the results compared.

Maki, P. (2004) *Assessing for Learning: Building a Sustainable Commitment Across the Institution*. Sterling, VA: Stylus and Washington, DC: American Association of Higher Education (204 pages, \$24.95 (softcover)

Link is to a book review published in the Journal of College Student Development; Sep/Oct 2005. Vol. 46 (5) p. 558-561

<http://proquest.umi.com/pqdweb?did=903554841&Fmt=3&clientId=31812&RQT=309&VName=PQD>

An excerpt of the book review:

*Assessing for Learning* offers student affairs professionals the opportunity to join their faculty colleagues center stage, anchoring their shared mission and actions within the central focus of the academy. While written primarily for a faculty audience, the book is peppered with references not only to student affairs services but also to its literature.

Using Maki's book, student affairs professionals would do well to model at least some of their efforts after the manner in which the assessment of learning outcomes is unfolding in academic affairs. In academic affairs, student learning unfolds through a series of courses and required experiences, a defined manner that seems enviably easy by comparison. For student affairs, student learning in intentional outcomes can unfold across the co-curricular environment: the residence hall, the dining hall, student organizations and the like, a far more varied landscape to be sure but one no less deserving of intentional goals and the measurement/assessment of the degree to which these goals are being met.

Maki, P. (2004). Maps and inventories: anchoring efforts to track student learning. *About Campus* (9), 4. pp. 2-9.

When student learning is discussed on campuses, it is often limited to the classroom events only. This article highlights assessable moments in both curricular and co-curricular learning. Additionally, the maps and inventories posited adhere to a competencies focus of student learning.

Massey, W.F. (2003, June 20). Auditing higher education to improve quality. *The Chronicle of Higher Education*, p. B16.

In this article, the author reports a method of assessment called academic auditing, in which the purpose “is to elicit thoughtful conversations about how to produce tangible improvements in education quality without having to spend more money.” Academic audits try to identify “education-quality processes”—what must be done to improve teaching and learning. From reading the article, academic audits appear to be less intimidating and intrusive. It gives the faculty member to be a part of their own assessment.

Mentkowski, Marcia, & Associates. (2000). *Learning that lasts: Integrating learning, development, and performance in college and beyond*. San Francisco: Jossey-Bass.

Nichols, James O., et al. (1995). *A practitioner's handbook for institutional effectiveness and student outcomes assessment implementation (3rd ed.)*. New York: Agathon.

Ott, C. H., Haertlein, C., & Craig, D. H. (2003). A collaborative student affairs and faculty health assessment and intervention. *Journal of American College Health*, 51(6), 257—262.

Describes a collaboration between faculty and student affairs professionals at the University of Wisconsin – Milwaukee to address the issue of student health. Summarizes how to undertake a large assessment project---grounded in theory and designed to provide results that are of use to the institution but can be published on a broader basis. This article would probably be more useful to those with assessment experience, as it describes a very comprehensive assessment project.

Palomba, Catherine A., & Banta, Trudy W. (1999). *Assessment essentials: Planning, implementing, improving*. San Francisco: Jossey-Bass.

Paswan, A. K. & Ganesh, G. (2003). Familiarity and interest: In a learning center service context. *Journal of Services Marketing*, 17(4) pp. 393-419. Retrieved October 24, 2005 from <http://ejournals.ebsco.com/direct.asp?ArticleID=CADB6NF9TVPN6X5CRHC8>>

The researchers in this study are quite clearly from the marketing world and not education. They are hired by a learning center on a university campus to find out how familiar students are with the services the center offers. The questions the marketing firm poses and the way they go about the study gives a great model for service areas in educational settings to follow when trying to assess intangible products such as tutoring. The article makes the reader aware that different departments on campuses could help out in assessment of student services. The end of the report is an executive summary that gives a quick overview of the article. It is worth the effort to locate it on line.

Peterson, M. W. and Augustine, C. H. (2000). External and Internal Influences on Institutional Approaches to Student Assessment: Accountability or Improvement? *Research in Higher Education*, 41(4), 443-479.

Interesting article about why universities even conduct assessment. It identifies three approaches to student assessment: influences of state characteristics related to student assessment, accreditation emphasis on student assessment, and institutional dynamics supporting student assessment on the approaches to student assessment that institutions have initiated. The authors determined it was the drive for state-level accountability has not exceeded the influence of institutional accreditation and that internal dynamics appear to be the driving force of all three approaches to student assessment.

Pike, G. R. (2000). Rethinking the role of assessment. *About Campus*, 5(1). Washington, D.C.: American College Personnel Association

Pike talks about the assessment plan developed at the University of Missouri-Columbia (MU). The plan draws heavily from concepts and strategies in the business sector. Instead of focusing on outcomes, the assessment plan focuses on goal alignment and the effectiveness of strategies for achieving goals. Outcomes themselves are not heavily emphasized. Pike states that outcome research too often focuses on tallying a scorecard (e.g., how many people signed up for housing) without examining the underlying process. He thinks an institution can drift into measuring what is easy instead of what is important.

Salkind, N.J. (2000). Statistics for people who think they hate statistics. Sage Publications Inc. Thousand Oaks, CA.

A great book which really made quantitative research sound easy. The book approaches statistics at a very basic level and provides the user with stopping points and important references points. There are also SPSS tips and a top ten list of internet sites.

Sandeen, A. (1993). Assessing and Developing Professional Effectiveness. In *The chief student affairs officer*. San Francisco: Jossey-Bass.

This chapter from *The Chief Student Affairs Officer* looks at campuses as complex environments and how to evaluate the professional effectiveness of leaders in student affairs. Sandeen is quite thorough as he asserts what criteria might be applied, who decides, and how these criteria might be monitored. Of particular interest to the reader might be Sandeen's candid dialogue about the obstacles to professional development.

Schroeder, C.C.& Hurst, J.C. (1996). Designing learning environments that integrate curricular and extracurricular experiences. *Journal of College Student Development*, 37, 174-181.

Schuh, J.H., & Upcraft, M.L. (1997). Why student affairs needs a comprehensive approach to assessment. In E.J. Whitt (Ed.), *College student affairs administration* (pp. 481-487). Boston: Pearson Custom Publishing.

This article is similar to the chapter the authors contributed in *Student Services: A Handbook for the Profession*, edited by S.R. Komives and D.B. Woodard, Jr. This article also breaks down the reasons for using assessments in higher education in general, and specifically in student affairs: survival, quality, affordability, strategic planning, policy development and decision making, and politics.

Schuh, J. M., Upcraft, M. L. and Associates. (2001). *Assessment Practice in Student Affairs: An Applications Manuel*. San Francisco: Jossey-Bass.

This book gives readers an overview of assessment as it relates to student affairs. The authors explain the principles and purpose of assessment by providing specific case studies, methodologies and resources for creating effective assessments on your own campus.

Stage, F.K. (1997). The case for flexibility in research and assessment of college students. In E.J. Whitt (Ed.), *College student affairs administration* (pp. 481-487). Boston: Pearson Custom Publishing.

This chapter offers the justification to move beyond basic assessment techniques such as surveys, questionnaires, and structured interviews. It identifies the assumptions that are made when these techniques are used (e.g., whoever constructed the instrument knows the important questions to ask). These assumptions are claimed to be limitations to a true assessment. The chapter primarily discusses these limitations.

Steen, Lynn Arthur. (1992, May). 20 Questions that deans should ask their mathematics department (or, that a sharp department will ask itself). *AAHE Bulletin*, 44(9), 3-6.

Stewart, D.W. and Shamdasani, P.N. (1990). *Focus groups: theory and practice*. v 20. Sage Publications. Thousand Oaks, CA.

One way to include qualitative research in your assessment plan is through the use of focus groups. While focus groups sound easy to organize and use for data collection, the goal is to make sure that the information collected is useful. The book is a short read with only 141 pages, and the reader can jump from section to section based on their needs. The best part of the book is the examples and chapter review questions.

Suskie, Linda. (2000, May). Fair assessment practices: Giving students equitable opportunities to demonstrate learning. *AAHE Bulletin*, 52(9), 7-9.

Tierney, W. G. (Ed.). (1998). *The responsive university: Restructuring for high performance*. Baltimore: Johns Hopkins University Press.

This book talks about listening to the people we serve by asking questions: 1) How well are you meeting the needs of the people you serve?, 2) How do you know?, 3) Are you improving on that?, and 4) How can I help? Through ongoing questioning, she both assesses her departments and invokes behavior changes. Rather than depending on academic year-end evaluations, but instead continually self-assessing, we can change our behavior to meet student needs while there is still the opportunity.

Upcraft, M.L. (2003). Assessment and evaluation. In S.R. Komives & D.B. Woodard, Jr. (Eds.), *Student Services: A handbook for the profession* (4<sup>th</sup> ed., pp. 555-572). San Francisco: Jossey-Bass.

This chapter of *Student Services: A Handbook for the Profession* is essentially an introduction to the process of assessment and evaluation. It is helpful for those without experience or familiarity of assessment because it provides basic information. This chapter includes definitions, an 11 step assessment process, and importantly, the ethics of assessment.

Upcraft, M.L and Schuh, J.H. (1996). *Assessment in student affairs: a guide for practitioners*. San Francisco: Jossey-Bass

A resource for student affairs practitioner who need a brief overview and/or guide to help understand the importance of assessment in student affairs as well as how to report the data that has been collected. An easy to read book that does not need to be read cover to cover, written by student affairs professionals. An additional application manual adds to the book and gives specific examples of assessment for the specific areas/units within student affairs.

Urban, T. (2001). *Statistics in Plain English*. Mahwah, N.J.: Lawrence Erlbaum Association, This guide is a great resource if you want to learn the basics of statistics. It will be a handy refresher if you haven't had a stats class in a while and it will be a nice introduction to some ideas you may not have heard before. If you plan on using advance statistics (beyond frequencies, means, and standard deviations) you should probably consult a statistics textbook.

Walvoord, Barbara, & Anderson, Virginia Johnson. (1998). *Effective grading: A tool for learning and assessment*. San Francisco: Jossey-Bass.

Walvoord, B.E. (2004). *Assessment clear and simple: A practical guide for institutions, departments, and general education*. San Francisco: Jossey-Bass.

Again from the same assessment class, this book is very similar to Wiggins' work but geared more towards higher education. Again, a very common-sense approach to assessment.

Wiggins, G. (1998). *Educative assessment: Designing assessments to inform and improve student performance*. San Francisco: Jossey-Bass.

This book was an excellent recommended reading book for my graduate assessment course. It attempts to make assessment more accessible for educators who aren't as well versed in research methods and statistical analysis. It is great for people in education.

Williford, M. A. (1997). Ohio University's Multidimensional Institutional Impact and Assessment Plan. *New Directions for Higher Education*, 1997(100), 47-59.

This chapter describes Ohio University's transition from curiosity about the institution-wide impact of assessment students to program- and department-based assessment for improving teaching, learning, and student services.

## **Multimedia Resources**

*Assessment in Student Affairs at Southern Illinois University – Edwardsville*

[www.siu.edu/~deder/assess/studaff.ppt](http://www.siu.edu/~deder/assess/studaff.ppt)

This is a nifty PowerPoint presentation that was put together by student affairs staff at Southern Illinois University – Edwardsville (SIUE). The presentation summarizes key assessment points and lists specific learning outcomes that were measured at SIUE. Provides a sample survey and discusses results for several assessment programs. The material could easily be utilized by student affairs professionals at other colleges and universities.

*Using Assessment To Be A Leading Edge Of Student Affairs Organization*

<http://www.apssa.uiuc.edu/content/files/naspapresentation2-27-44.ppt3>.

This is a downloadable power point presentation of the NASPA 2001 workshop entitled, The presentation is modeled from The University of Illinois at Urbana-Champaign and was originally presented by Patricia E. Askew, Vice Chancellor for Student Affairs, and Thomas E. Grayson, Assessment Program Coordinator. The slides are informative and though the presentation is dated, the slides provide ample information and site additional resources to further one's knowledge of Assessment specifically as it relates to Assessment.

*Using NSSE Results to Chart New Territory in Institutional Assessment and Educational Effectiveness*

[http://nsse.iub.edu/pdf/conference\\_presentations/2005/naspa\\_assess\\_retention\\_2005.pdf](http://nsse.iub.edu/pdf/conference_presentations/2005/naspa_assess_retention_2005.pdf)

This resource is the NSSE PowerPoint from the 2005 NASPA Assessment & Retention Conference. It provides a brief overview of NSSE, detailing research at specific institutions.

*Student Affairs Today Newsletter*

Use appreciative inquiry to find positives of your programs and units. (2005). *Student Affairs Today*, 8(7). LRP Publications: Horsham, PA.

Student Affairs Today is a monthly news bulletin that addresses issues in higher ed. The October issue featured an article on “appreciative inquiry” (AI). AI is an evaluation method that focuses on the positive features of a program or department. The article gives information on the basic steps involved. It also provides contact information for a student affairs professional who was interviewed for the story and who uses this method as part of his assessment plan.