

Academic Support Unit Assessment

*The Nuts and Bolts of Writing a Good
Continuous Improvement Plan*

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SACS Principles of Accreditation

- 2.5 The institution engages in *ongoing, integrated, and institution-wide research-based planning and evaluation processes* that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in *continuing improvement in institutional quality*; and (3) demonstrate the institution is effectively accomplishing its mission. (***Institutional Effectiveness***)
- 3.3.1 The institution *identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results* in each of the following areas: (***Institutional Effectiveness***)
- 3.3.1.1 *educational programs, to include student learning outcomes*
 - 3.3.1.2 administrative support services
 - 3.3.1.3 *educational support services*
 - 3.3.1.4 research within its educational mission, if appropriate
 - 3.3.1.5 community/public service within its educational mission, if appropriate

Why do academic support units need to conduct assessment?

- To determine if the needs of those you serve are being met efficiently and effectively.
- To determine if MSU's mission is being accomplished through the work you do.



Assessment allows you to:

- **To improve** – This evaluation is formative. Assessment activities provide a feedback loop to help shape or form better programs and services.
- **To inform** – Assessment activities can show a clearer picture of what is really happening in a program or unit and can inform others of contributions the program or unit makes.
- **To prove** – This evaluation is summative. Assessment activities provide evidence to sum up what a program or unit is accomplishing and providing in a way that can be persuasive to students, faculty, staff and the larger community.
- **To support** – The assessment process should provide support for campus decision-making activities such as unit review and strategic planning, as well as external accountability activities such as accreditation. *(Adapted from WEAVE and Central Florida)*

Process for Developing a Unit Assessment Plan

1. Organize for assessment

- Identify the key players in your unit. While one or more persons may lead the unit assessment process, it is critical that all staff members assume responsibility for designing, implementing, and carrying out the assessment process.



2. Define and articulate the **mission** of your academic support unit.


- The mission is a broad statement of the unit's purpose. Your unit's mission statement links the unit to your division and ultimately to the overall mission of MSU.
- Review the University's mission and identify how your unit supports MSU's mission.
- The unit mission should reflect each unit's contribution to the educational and career paths of students/others who specifically encounter the unit.



Questions to ask:

- What is the primary function of your academic support unit?
- What are the most important activities involved?
- What should those you serve experience after interacting with your unit?

Example - *Mission*



- ***MSU Mission*** - We are a diverse community of learners committed to student success. MSU is accredited as a comprehensive University offering quality higher education opportunities in a collegial and open environment. MSU pursues academic excellence, research, community engagement, and life-long learning. MSU is dedicated to improving the quality of life while preserving and promoting the unique cultural heritage of East Kentucky.
- ***Academic Services Mission*** (2005) - The purpose of the Center for Academic Services is to provide support services for the accomplishment of university student academic, personal, social and career goals. The result of these services is the retention, graduation and development of citizens who contribute to the enhancement of their communities.

3. Define the goals of the unit

- Goals are broad statements that describe the overarching long-range intended outcomes of an academic support unit.
- Goals are usually not measurable and need to be further developed as separate outcomes.



MSU Goals



- **A**cademic Excellence
- **S**tudent Success
- **P**roductive Partnerships
- **I**mproved Infrastructure
- **R**esource Enhancement
- **E**nrollment and Retention Gains

ASPIRE

MSU Strategic Plan 2006-2010

Goal 2 - Student Success

How will support services fulfill student academic and co-curricular needs?

1. We will create a campus environment and student life program that:

- ▶ Encourages and supports involvement
- ▶ Values diversity
- ▶ Promotes and celebrates student academic and co-curricular
- ▶ Prepares graduates to successfully live, work, and contribute to society



Goal 6 - Enrollment and Retention

How will we reach optimal student enrollment and retention goals?

1. We will market student academic success and quality programs.

2. We will expand access and academic outreach through:

- ▶ Partnerships with public schools and KCTCS institutions
- ▶ Effective financial aid packages utilizing federal, state and private programs
- ▶ Increasing public awareness on student affordability and access issues
- ▶ Marketing of programs available online and at regional campus locations



3. We will strengthen retention through:

- ▶ Structured learning assistance and support for first-year students, at-risk students, and students enrolled in identified high-risk courses
- ▶ Effective student support programs and advising services for distance learners, students attending at a regional campus, part-time and adult learners
- ▶ Opportunities for learning communities and peer support structures





Example - *Goal*

Academic Services (2005)

- Goal 1 - Increase the retention and graduation rate of students from special populations such as those with physical or learning disabilities.
- Goal 2 - Increase students' development of effective academic and life planning skills through a tutorial program, Learning Lab, seminars, credit courses in career planning, study skills and academic success.

4. Define your unit's outcomes

Outcomes of academic support units:

- are more specific statements and reflect the broader goals.
- should focus on process and student development.
- primarily will describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.)

Adapted from University of Central Florida

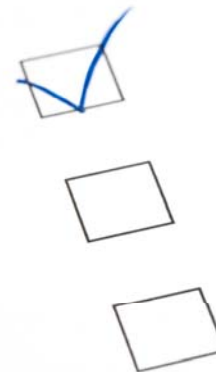


Categories of Outcomes

- [Outcome Statements](#) – reflect gains you want those you serve to make – for example, what can someone do after interacting with your unit/program.
- [Process Statements](#) – concern the accomplishments of your unit's functions, such as:
 - Level of volume of activity
 - Efficiency with which you conduct the processes
 - Compliance with external standards or regulations
- [Satisfaction statements](#) – describe how those you serve rate their satisfaction with your unit's processes or services.

Consider these questions:

- What are the most important results or impacts that should occur as a result of your unit's activities?
- What are your critical work processes and how should they function?
- What does the user of your service experience through interaction with your unit?



Important

- You will identify a long list of potential outcomes supporting the unit mission statement.
- If your unit plan is only for one area, then select 3-5 planning outcomes to assess this year.
- If you are combining several units, then more outcomes need to be selected for assessment to improve all areas.
- Keep your list of outcomes to refer back to next year after initial outcomes have been accomplished or you have reached a plateau.



Write SMART Outcomes

- **S**pecific – Be clear about what your unit plans to accomplish, as well as when, where or how. Use action verbs – i.e. Increase, promote, reduce, locate, etc.
- **M**easurable – Write your outcome so that it is quantifiable and a target can be set, so that your unit can determine if it has reached the outcome.
- **A**chievable – Know the outcome is something that your unit can accomplish.
- **R**ealistic – Make sure that the outcome is practical in that it can be achieved in a specific time frame or for a specific amount of money.
- **T**ime-bound – When will the outcome be done? Identify a specific time frame.

Outcomes --- Action Verbs

360 Action Verbs for Writing Student Learning Outcome Statements in Higher Education

ABSTRACT • ACCOMMODATE • ACKNOWLEDGE • ACTIVATE • ADAPT • ADJUDICATE • ADJUST • ADMINISTER • ADORN • ADVISE
ADVOCATE • AGGREGATE • ALLEGORIZE • AMALGAMATE • AMEND • AMPLIFY • ANALOGIZE • ANALYZE • ANATOMIZE • ANNOTATE
APPORTION • APPRAISE • ARBITRATE • ARGUE • ARRANGE • ARTICULATE • ASCERTAIN • ASSAY • ASSEMBLE • ASSERT • ASSIGN
AUTHENTICATE • AUTHOR • BENEFACT • BLEND • BRAINSTORM • BUDGET • CALIBRATE • CANVASS • CARICATURE • CATALOG
CATEGORIZE • CHALLENGE • CHECK • CHERISH • CHOOSE • CHRONICLE • CIPHER • CITE • CLASSIFY • COLLABORATE • COLLECT
COMBAT • COMMENTATE • COMPARE • COMPETE • COMPILE • COMPOSE • COMPUTE • CONCILIATE • CONCLUDE • CONFIRM
CONJECTURE • CONSERVE • CONSTRUCT • CONSTRUE • CONSULT • CONTEXTUALIZE • CONTRAST • CONTROL • CONTROVERT
CONVERT • CONVINC • COPY • CORRECT • CORROBORATE • COST • COSTUME • CREATE • CRITIQUE • CROSS-EXAMINE
CUSTOMIZE • DANCE • DEBATE • DEBUG • DECIPHER • DECODE • DECONSTRUCT • DEDUCE • DEFEND • DEFINE • DELEGATE
DELIBERATE • DELINEATE • DEPICT • DERIVE • DESIGN • DETAIL • DETECT • DETERMINE • DEVISE • DIAGNOSE • DICTATE
DIFFERENTIATE • DIRECT • DISAGGREGATE • DISCOURSE • DISCOVER • DISCUSS • DISPOSE • DISSECT • DISTILL • DISTINGUISH
DOLLY • DRAFT • DRAMATIZE • DRAW • DRIVE • DRILL • EDIT • EDUC • ELICIT • ELIMINATE • ELUCIDATE • EMBELLISH • EMEND
EMPATHIZE • EMPLOY • ENACT • ENCODE • ENGINEER • ENSURE • ENUMERATE • ENUNCIATE • EPITOMIZE • ESPOUSE • ESTABLISH
ESTIMATE • EVALUATE • EVOKE • EXCOGITATE • EXECUTE • EXEMPLIFY • EXERCISE • EXPERIMENT • EXPLAIN • EXPLICATE • EXPLOIT
EXPRESS • EXTRICATE • FABRICATE • FICTIONALIZE • FILTER • FOOTNOTE • FORECAST • FORMULATE • FRAME • GATHER
GENERALIZE • GENERATE • GLEAN • GLOSS • GRAPH • GAUGE • HARMONIZE • HONOR • HYPOTHESIZE • IDENTIFY • ILLUSTRATE
IMPEACH • IMPROVE • IMPROVISE • INCORPORATE • INDUCE • INFER • INITIATE • INQUIRE • INSPECT • INSTANTIATE • INTEGRATE
INTERPRET • INTERPOLATE • INTERROGATE • INTERVIEW • INTRODUCE • INSURE • INVENT • INVEST • JOURNAL • JUDGE • JUSTIFY
LABEL • LAUNCH • LEAD • LEVEL • LOCATE • MAINTAIN • MANIPULATE • MAP • MARKUP • MATCH • MEASURE • MEDIATE • MIMIC
MODEL • MODULATE • MONITOR • MYTHICIZE • NARRATE • NAVIGATE • NETWORK • NOMINATE • NOTATE • NOVELIZE • NURSE
OBEY • OPERATE • OPINE • OPTIMIZE • ORCHESTRATE • ORGANIZE • ORIENT • ORIENTEER • ORNAMENT • OUTLINE • PAINT • PAN
PARAPHRASE • PENETRATE • PERSEVERE • PERSUADE • PETITION • PHOTOGRAPH • PINPOINT • PLAN • PLAY • PLOT • POETICIZE
POLISH • POLL • PORTRAY • POSTERIZE • PRECIPITATE • PREDICT • PRESCRIBE • PRESENT • PRESERVE • PRIORITIZE • PROBE
PRODUCE • PRODUCTIZE • PROFILE • PROGRAM • PROJECT • PROMOTE • PROMPT • PRONOUNCE • PROPOSE • PROTECT • PROTOTYPE
PROVE • PROVOKE • QUALIFY • QUANTIFY • QUANTITATE • QUERY • QUEST • QUESTION • QUOTE • RANK • RATE • RATIONALIZE
RATIOCINATE • REARRANGE • RECALL • RECITE • RECOMMEND • RECONCILE • RECONCILIATE • RECONSTRUCT • RECORD • RECOUNT
RECTIFY • RECYCLE • REDACT • REDUCE • REENACT • REFINE • REHEARSE • REIFY • REORGANIZE • REPAIR • REPRODUCE • RESOLVE
RESPECT • RETRIEVE • REVISE • SELECT • REVERSE-ENGINEER • REVISE • REWRITE • ROLE-PLAY • SAFEGUARD • SCHEDULE • SCORE
SCRIPT • SCULPT • SHAPE • SECURE • SIFT • SIMPLIFY • SIMULATE • SING • SKETCH • SOLICIT • SOLVE • SORT • SPECIFY
SPECULATE • STATE • STEER • STIPULATE • STORYBOARD • STRATEGIZE • STREAMLINE • STYLE • SUBLIMATE • SUBSTANTIATE
SUGGEST • SUMMARIZE • SURVEY • SUSTAIN • SYMBOLIZE • SYMPHONIZE • SYNTHESIZE • TAG • TAILOR • TEACH • TEST
THEORIZE • TOLERATE • TRACE • TRACK • TRAIN • TRANSFER • TRANSFORM • TRANSLATE • TRANSMIT • TRIAGE • TRIANGULATE
TROUBLESHOOT • TRUST • TUNE • TWEAK • TYPIFY • UTILIZE • VALIDATE • VALUE • VERBALIZE • VERIFY • VOTE • WRITE • ZONE • ZOOM



Writing SMART outcomes:

**To write a SMART outcome,
the following approach is
recommended:**

Condition

Audience

Behavior

Degree

<http://www.dartmouth.edu/~saper/docs/Outcome%20Development.pdf>

Condition

Audience

Behavior

Degree

Example Outcome:

By successfully completing Career Planning resume workshops, students will demonstrate the ability to produce high quality resumes to be determined by an expert panel.

Condition

Audience

Behavior

Degree

Condition

By successfully completing Career Planning
resume workshops,

Audience

Behavior

students will demonstrate the ability to produce

Degree

high quality resumes to be determined by an
expert panel.

Examples - **Student Learning Outcomes**

- Not so good:
 - ...will appreciate the benefits of exercise
- Better
 - ...will value exercise as a health activity
- Best
 - ...will identify three health-related effects exercise has on the body

5. Identify appropriate performance criteria and assessment measures

Selecting Assessment Methods

The acronym MATURE is used when selecting or developing measures for your outcomes

MATURE stands for the following terms when choosing assessment methods:

Match
Appropriate
Target
Useful
Reliable
Effective and **E**fficient

Source: 2005 University of Central Florida
academic Assessment Handbook
http://oeas.ucf.edu/doc/adm_assess_handbook.pdf

Match **ATURE**



- Match the Outcome with the appropriate assessment method. Successful and useful assessment cannot be achieved if you do not align the assessment method with the Outcome that you are trying to assess.

Outcome: Students will demonstrate an understanding of the services provided by offices that are involved in the intent to graduate process.

- Example of an assessment method that does not match the Outcome you are assessing:

Assessment method: Students will successfully download the intent to graduate form.

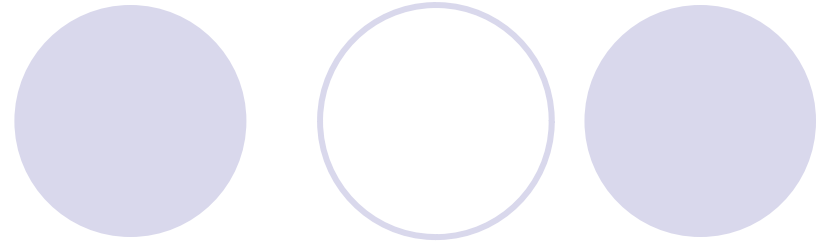
- Example of an assessment method that matches the Outcome you are assessing:

Assessment method: After the workshop session, students will achieve a 90% or higher on the set of questions related to the services provided by offices that assist in the intent to graduate process.

M Appropriate TURE

- Choose methods that are appropriate. They can be direct or indirect. Direct measures include assessments that evaluate a quality indicator, or student ability or achievement in one of the areas noted. Indirect measures can be survey responses to targeted questions or ancillary parts of a direct measure. There are times when one measurement instrument could measure more than one Outcome. (For example, a survey may target several Outcomes.)
- Consider measures that provide you with information that is easily interpreted and unambiguous and that can be used to improve where necessary.
- Determine beforehand if there are available resources to assist in the collection of data on the chosen measure. Consider assessment methods for which data might already exist. The Office of Institutional Research may have information that could be useful for your assessment plan. Avoid selecting assessment methods that require complicated data collection techniques, when possible.

MA Target URE



- Each measure should be directed. It should specify, when possible, the desired level of performance (level of satisfaction, productivity, efficiency, performance).
- Numerical scores or percentages are best here.



MAT Useful RE

- Choose assessment measures that will provide you with useful and useable information. The measure that you are trying to assess should not only be interesting but one that would allow you to make inferences about the progress toward the Outcome. Assessing state requirements or the achievement of a goal or the completion of an activity does not provide evidence about your operations or about student achievement. That is, do not assess a curricular requirement since it is unlikely that you will learn anything additional than the percentage of students meeting the requirement.



MAT Useful RE

Outcome: Hypothetical Academic Support Unit will demonstrate increased timeliness in terms of processing student requests.

- Example of assessment that will not provide useful, useable information:
 - Assessment: Number of students served by Hypothetical Academic Support Unit will be tracked for three semesters.
- Example of assessment that will provide useful, useable information:
 - Assessment: A computerized log will track the date and time of each student request and the date and time that it is resolved. The time between request and resolution will be compared for two semesters.
- Note: The first example assessment shows that data are being collected, but not useful data. The second example assessment provides information that can be used to determine if the academic support unit is increasing its timeliness.

MATU Reliable E

- The measure is based on tested, known methods.
- A reliable assessment measure is one that yields consistent responses over time. The method selected should be one that provides dependable, consistent results time after time. The instrument should be clearly worded and not ambiguous. The time available to complete the instrument should be consistent with its length.





MATUR Effective and Efficient

- Each approach accurately and concisely measures the **Outcome**.
- Two assessment measures are recommended for each **Outcome**. Two measures provide a higher level of accuracy and reliability.
- Attempt to utilize a combination of **direct** and **indirect** assessment measures.
- Multiple questions on a survey may be relevant to one **Outcome** (e.g., quality of advising). However, questions on a survey may also be directed at and provide evidence for multiple **outcomes**.

Examples of Assessment Measures

- Student satisfaction surveys
- Number of complaints
- Count of program participants
- Growth in participation
- Average wait time
- Comparisons to professional organizations' best practices
- Average service time
- Staff training hours
- Number of applications

Examples of Assessment Measures

- Processing time for requests
- Number of users
- Focus groups
- Opinion surveys
- External review
- Number of staff trained
- Dollars raised
- Attendance at events
- Student participation in clubs and activities



Direct and Indirect Assessment

- **Direct measures/methods** measure knowledge and performance typically through some type of demonstration.
- **Indirect measures/methods** measure changes in behavior, attitudes, or values.

Doctor Visit Example

- When going to a medical doctor for the first time, you must fill out a form that asks questions like: *Am I taking any medications and which ones? Have I ever had a major operation, and if so, for what purpose? Has anyone in my family ever had a serious disease, like cancer? Why am I seeing the doctor? What are my symptoms?*
- That's a survey, an _____ assessment.
- So then I see the doctor and she listens to my heart, thumps my knee, and looks in my ears and eyes. She asks for a urine and blood sample. She orders up a test, such as a colonoscopy.
- These are all _____ assessments.

Doctor Visit Example

- In short, the doctor's ***indirect*** assessments gave her some indications, but no evidence. She had to actually look at or listen to physical evidence to have a ***direct*** assessment.



Assessment – Direct Measures

- **Volume of activity**, such as number of students served
- **Levels of efficiency**, such as average time for response
- **Measures of quality**, such as average errors after training
- **Behavioral observations:**
 - An expert observer (often a supervisor) observes a practical application of an outcome (e.g., completing a certain procedure) and rates performance.
 - An observer counts specific occurrences of a behavior that is one of the targets for a group involved in a particular experience.

Assessment – Direct Measures

Example

- **Outcome:** “Throughout the academic year, applicants/potential students will be provided prompt access to pre-admission advising.”
- **Assessment Measure:** Analysis of appointment records
- **Target:** 90% within 5 days of appointment request

Assessment – Direct Measures

Example

- **Outcome:** “During the academic year, alumni participation will increase in University activities.”
- **Assessment Measure:** Increased number of membership events held
[*Is this an appropriate measure???*]

Assessment – Indirect Measures

- **Graduating student surveys.** A graduating student survey (seniors and graduate students) can include specific questions about most academic areas. These data can be provided to each academic area via a website to allow identification of service and issues of concern.
- **Alumni survey.** An alumni survey can be useful in assessing levels of satisfaction with a program or service.
- **Other locally developed surveys.** Point-of-service surveys, advisory board surveys and other questionnaires can be developed that ask students or customers about satisfaction with services or programs.

Assessment – Indirect Measures

- **Case Study.** Cases studies are focused, systematic examination of one instance of a phenomenon such as an event, program, process or person. Typically, they involve collection of qualitative and quantitative data such as observations, surveys, and interviews for an in depth study of the phenomenon. A report on the case study can help integrate the evidence into one response.
- **Focus Group.** Individuals who are users of the support service or whom benefit from the service (e.g., employers, alumni, faculty, parents, etc.) can provide important qualitative data that can be used to identify strengths and weaknesses within the program.
- **Interview.** One-on-one structured interviews with students, faculty, employers and alumni conducted by a trained interviewer can provide useful information, which can be used to identify strengths and weaknesses within the program.

Assessment – Indirect Measures

Example

- **Outcome:** “Students who seek financial aid counseling will be satisfied with that counseling”
- **Assessment Measure:** Post-session with survey card for each student counseled
- **Target:** 70% satisfied or very satisfied

Example

Goal → Outcome → Measure → Target

- **MSU Goal #2 - Student Success**: We will create a campus environment and student life program that ... *prepares graduates to successfully live, work, and contribute to society.*
- **Unit Goal**: Increase students' development of life planning skills by offering effective experiences in ***career planning***, study skills, and academic success.
- ***Outcome***: Students attending Career Planning resume workshops will produce high quality resumes.

Condition

Audience

Behavior

Degree

Audience

Students

Condition

attending Career Planning resume workshops

Behavior

Degree

will produce high quality resumes.

Example



**Direct
Measure**

- **Outcome:** Students attending Career Planning resume workshops will produce high quality resumes.
- **Assessment Measure #1:** Using the checklist describing the five (5) quality components of a resume, the CP Director (and staff) will analyze resumes submitted for company referrals once per semester.
- **Target:** The resumes of 80% of students who attended a workshop will receive greater than 4 rating on checklist. No indicator will be below average of 3.0.

Example



**Indirect
Measure**

- **Outcome:** Students attending Career Planning resume workshops will produce high quality resumes.
- **Assessment Measure #2:** Survey given to recruiters by CP Director regarding quality of resumes reviewed. Recruiters will rank student resumes on 5-point scale once per semester.
- **Target:** Recruiters will rank student resumes with average score of 3.5 or higher. No indicator will be consistently below average of 3.0.

(adapted from Nichols & Nichols)



Assessment – Example

Example

- ***Outcome:***

- ***Assessment Measure:***

- ***Target:***



Each measure/target should include:

1. **who** will complete the particular measure
2. **when** will the measure be completed
3. **what** criteria has been identified with an established measurable level of success

6. Establish a schedule for the assessments

- Assessments can occur:

- Yearly (or every 2 - 3 years)
 - Each semester
 - Each month
 - Quarterly
- Choose a time frame that gives you a clear picture without overdoing it.
 - Use year end data only when necessary.

7. Submit your plan for review.

- All 2008-09 academic unit plans need to be entered into WEAVE and approved by **September 30th** this year.

SEPTEMBER 2008						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				



8. Implement the Plan

Remember to assign responsibility for the aggregation of results to specific individuals. Provide a due date for that data.



9. Analyze findings from your assessment

- Those responsible for the assessments need to aggregate the results.
- Meet with the key unit members and ask questions such as:
 - What can you infer from the data?
 - What future actions will you take?
 - What changes have you made (or will you make) based on assessment results?
 - What are the budgetary implications?



9. Analyze findings from your assessment

- Celebrate when you achieve a target!
- Come to a clear understanding of areas that still present opportunities for growth and improvement.
- Enter findings into WEAVE and upload supporting documentation.
- You may need to revisit and improve your assessment measures.

10. Use your results



- Meet with your key members so that data driven improvements can be made on a continuous basis.
- This is a critical step that must be documented.
- Changes in services might include:
 - Reallocating resources
 - Revamping academic procedures/streamlining processes
 - Revising organizational structure
 - Modifying or expanding relations with public or external agencies.

Timeline of Events --- 2009-2010

- By **July 15th**, academic support unit supervisors need to check that assessment data results are in WEAVE to assure data is aggregated/prepared for August meetings.
- By **August 15th**, all personnel in academic support units meet within their unit to: (1) discuss previous year's outcomes and assessment data/results, (2) develop plans of action to address any targets that were not met, and (3) adjust existing and/or develop new unit outcomes, assessment methods and targets.
- By **August 30th**, all academic support unit plans of action, adjusted/new outcomes, adjusted/new assessment methods, and targets uploaded to WEAVE and approved for current academic year.

Note: The dates set above are final dates for steps to be completed. Academic support units are encouraged to finalize data aggregation and analysis and upload new plans as early as possible. OIRA will plan to have the new cycle open July 1 for plan entry.

Resources

- Allen, M.J. 2004. *Assessing Academic Programs in Higher Education*. (Anker)
- Angelo, T. & P. Cross. 1993. *Classroom Assessment Techniques*. (Jossey-Bass)
- Bresciani, Marilee. 2006. *Outcomes-Based Academic and Co-Curricular Program Review: A Compilation of Institutional Good Practices* (Stylus)
- Erwin, T.D. 1991. *Assessing Student Learning and Development*. (Jossey-Bass). This is an exhaustive, but brief, nuts-and-bolts book that includes student development as well as academic consideration.
- Huba, M. & J. Freed. 2000. *Learner-Centered Assessment on College Campuses* by Mary (Allyn & Bacon)
- Morehead State University. 2007. *A Quality Enhancement Guide for Administrative Support Units*. Office of Institutional Effectiveness.
<http://www.moreheadstate.edu/files/units/ira/WEAVEMSUDraft2.pdf>
- NC State University/University Planning and Analysis: Internet Resources for Higher Education Outcomes Assessment
<http://www2.acs.ncsu.edu/UPA/assmt/resource.htm>
- Nichols, J.O. and Nichols, K.W. 2005. *A Road Map for Improvement of Student Learning and Support Services Through Assessment*. (Agathon Press)
- Nichols, J.O. 1995. *A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation*. 3rd Ed. (Agathon Press). The strength of Nichols is in its “let’s get it done” approach and in the institutionalization of the IE process.

Resources



- Palomba C. & T. Banta. 1999. *Assessment Essentials: Planning, Implementing, Improving* (Jossey-Bass)
- Schuh, J.H. and Upcraft, M.L. 2001. *Assessment practice in student affairs: An applications manual*. (John Wiley & Sons, Inc.)
- Suskie, Linda. 2004. *Assessing Student Learning*. (JB - Anker Series)
- Walvoord, B. 2004. *Assessment Clear and Simple: A Practical Guide for Institutions, Departments and General Education*. (Jossey-Bass)
- Walvoord, B. & G. Anderson. 1998. *Effective Grading: A Tool for Learning and Assessment* (Jossey-Bass)
- University of Central Florida, Administrative Assessment Handbook. (2005). http://oeas.ucf.edu/doc/adm_assess_handbook.pdf

WEAVE Workshops

Monday, Sept. 15 th	9:10-10:10 a.m.	301 ADUC
Tuesday, Sept. 16 th	1:50-2:50 p.m.	301 ADUC
Wednesday, Sept. 17 th	3:00-4:00 p.m.	301 ADUC

