

Assessment Documents for Planning Days (shared drive): Summary of folder contents

Assessment Practice in Student Affairs Chapters 1&2: Chapter 1 discusses the meaning of assessment as it relates to student affairs, distinguishes between “perfect” and “good enough” program assessments by addressing a wide range of limitations and special circumstances that may affect S.A. programs, and offers a comprehensive model of assessment. Chapter 2 discusses the 11 steps to follow when designing an assessment study, including: defining the problem, determining the purpose, methods, sources for information, whom to study, how to collect data, etc.

Assessment Practice in S.A.’s Chapter 30 “Getting Started”: This chapter discusses how to “get going” with an assessment plan in three sections: “discussing problems that impede assessment and how to overcome them, identifying assessment issues that are non-negotiable, and, finally, describing assessment matters that are negotiable.” The reading does a good job of breaking assessment planning down into bite-sized, easy-to-digest chunks.

Assessment of Achievement and Student Learning Outcomes (Keeling): This document contrasts Student Learning Outcomes with Performance Metrics. It also goes through the various steps of assessment with *useful* tables and examples.

CAS Top 5 Standards for Student Life and Leadership: A concise, complete list of the 5 CSA Standards: Appreciating Diversity, Social Responsibility, Collaboration, Effective Communication, and Leadership Development.

Developing Learning Outcomes that Work (Keeling): Ten questions/suggestions to consider in order to develop successful learning outcomes.

Disability Resource Center: A Learning Outcomes document for students involved in DRC. The document outlines desired Student/learning outcomes, examples of student behaviors that would meet the desired outcomes, and DRC practices that would support the desired learning outcomes.

Establishing Learning Outcomes (Keeling): This document provides key points about Learning and Learning Outcomes, in particular “College Learning Outcomes.”

Learning Reconsidered: Student Learning Outcomes (Keeling): A table with examples of desired student outcomes, dimensions of those outcomes, samples of developmental experiences for learning, bodies of knowledge relating to the outcomes for educators, and examples of student learning outcomes.

LGBT Peer Counseling IRA with Assessment Results: Current IRA grant document for 2008-09 school year. Assessments used were 7 written response essay questions and a 20 question survey. Both assessments directly related to the predetermined desired learning outcomes.

LGBT Peer Counseling Survey: The survey/assessment mentioned above and included in the IRA for the LGBT Peer Counseling Program.

Reconsidering Learning, Student Development, and the Work of Student Affairs (Keeling):

This document is a transcription of a QuickTime slide presentation. It discusses motives for assessing, how assessment helps define and explain your program, and how to look at education, learning goals, the educational institution, and the student in a new, more holistic way. It also provides process for writing learning outcomes and discusses all of the factors that need to be considered in writing learning outcomes, and creating educational policy and assessments.

Practical Guide to Writing Student Learning Outcomes (Keeling): 7 Questions you can ask yourself in order to create effective student learning outcomes. The document also provides example answers to the questions.

WOW and PRISM Assessment Project Worksheet: A worksheet for creating an assessment plan in the 11 steps (as discussed in Chapter 2 of *Assessment Practice in Student Affairs*).

*** All of these documents can be found in the Student Life Shared drive in a folder titled “Assessment Documents for Planning days”