

## ***Assessment in Student Affairs, Second Edition Transition Guide***

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This book is a major revision of *Assessment in Student Affairs* by M. Lee Upcraft and John H. Schuh.

### **Major changes of the revised edition:**

- Case studies or scenarios in every chapter
- Discussion questions at the end of every chapter
- References and citations have been updated throughout the volume
- Several new chapters:
  - Designing and Planning an Assessment Project
  - Facilitating Data Collection and Management
  - Developing and Selecting Instruments
  - Getting Assessment Projects Started and Ensuring Sustainability
  - Developing a Culture of Assessment
  - Taking a Look at Assessment in the Future
  - A new appendix that provides an approach to designing and implementing an assessment project

### **Chapter 1: Understanding the Contemporary Assessment Environment**

Changes in Chapter One include the addition of a case study and a set of discussion questions. It reframes the reasons for assessment and reduces the reasons for assessment to accountability and assessment for improvement. The chapter introduces historical documents related to assessment in student affairs.

### **Chapter 2: Designing and Planning an Assessment Project**

Chapter Two includes a case study about undertaking a first assessment project. The chapter includes principles of good practice in assessment that were included in Chapter One in the previous edition. The chapter identifies student learning and development outcomes. The steps that guide the assessment process are identified and updated.

### **Chapter 3: Framing Assessment with the Highest Ethical Standards**

The current Chapter Three was Chapter Fourteen in the previous edition. Two case studies are introduced in the chapter in addition to discussion questions at the end of the chapter. A historical overview of research ethics is provided to frame the discussion of the chapter. A section on The Use of Incentives is new to this chapter.

### **Chapter 4: Measuring Individual Student Learning and Growth**

Chapter Four is new and focuses on measuring individual student learning and growth. It begins with a case study related to measuring student learning from a service-learning experience. The chapter includes a discussion of intended and actual learning outcomes, provides frameworks for

learning and developmental outcomes, and measuring learning outcomes. Direct measures and indirect measures are discussed.

### **Chapter 5: Program Outcomes and Program Review**

Chapter Five is somewhat similar to Chapter Ten of the previous edition. It returns to the service-learning case study from Chapter Four but in this chapter aggregate learning is the focus of the assessment, not individual student learning. How to develop and measure program-level outcomes are presented. Various outcomes are described including program, operational and cross-function outcomes. The chapter also describes program review, which was not discussed in the first edition. Use of industry partners and the relationship of program review to regional accreditation are discussed.

### **Chapter 6: Facilitating Data Collection and Management**

Some of this chapter was included in Chapter Four of the previous edition but the detail of this chapter is far greater than its predecessor. As is the case with other chapters, Chapter Six begins with a case study, in this chapter a case related to developing an assessment database. Using existing databases and managing assessment also are discussed. As is the case with Chapter Five, working with corporate vendors is addressed.

### **Chapter 7: Using Qualitative Techniques in Conducting Assessments**

Chapter Seven is an update of Chapter Three of the first edition. It includes a case study and discussion questions. Detailed descriptions of coding qualitative data are included as well as strategies to use in analyzing interview and observational data.

### **Chapter 8: Using Quantitative Techniques in Conducting Assessments**

Chapter Eight is an update of the first edition's Chapter Four. Again it begins with a case study. The chapter introduces a "keywords" approach to select quantitative techniques including describe, differ, relate, and predict. It provides a detailed description of various statistical techniques that can be used to test for differences between groups, to test for relationships between groups, or to predict what will occur based on data.

### **Chapter 9: Developing and Selecting Instruments**

Parts of Chapter Nine were scattered throughout the previous edition, with some of the content found in its chapters Three and Four. This chapter provides much more detail about instrument development and selection than the previous edition. A case study is included at the beginning of the chapter and then the chapter describes questionnaires, observation forms, document review guides, and surveys. It provides guidelines for developing instruments and recommendations for assuring quality in the development of instruments.

### **Chapter 10: Assessing Student Campus Environments**

This chapter is related to Chapter Eight and Chapter Nine of the first edition but also introduces assessing campus climate. It includes a set of scenarios that can be used as examples of how to contextualize assessing the student environment. Lewin's formula is introduced as a way thinking

about student behavior but contemporary references are described in the process of campus environmental assessment. The chapter concludes with additional discussion questions.

### **Chapter 11: Assessing Quality through Comparisons**

This chapter is similar to Chapter Eleven of the first edition. Again, it begins with a case study. As did the chapter in the first edition, it describes benchmarking but then introduces assessment for accreditation and the use of professional standards of practice in assessment. Governmental and other data sets, including IPEDS, are described. An analysis of commercial instruments and the assessment industry also is included.

### **Chapter 12: Getting Assessment Projects Started and Ensuring Sustainability**

Chapter Twelve is new. Not only does it provide recommendations for how to start an assessment, it also includes suggestions for how to sustain assessment activity over time. It begins with a case study and identifies barriers to assessment and strategies for how to overcome them. The chapter also provides a discussion of leadership for assessment and identifies the roles various members of a student affairs division might play in ensuring that assessment activity be sustained.

### **Chapter 13: Reporting Assessment Results and Bringing about Change**

Chapter Thirteen of the new volume is related to Chapter Thirteen of the first edition. Strategies to increase the effectiveness of reporting and acting on results are introduced. Taking action based on the results also is discussed. Reference material has been updated and the chapter also includes a case study and further discussion questions.

### **Chapter 14: Developing a Culture of Assessment**

This new chapter builds on Chapter Twelve of this volume and begins with a discussion of a culture of evidence followed by a discussion of a culture of assessment in student affairs. Strategies for developing a culture of assessment are introduced.

### **Chapter 15: Taking a Look at Assessment in the Future: A Look into Our Crystal Ball**

This new chapter includes prognostications about the future of assessment as it relates to assessment purposes, assessment techniques, and assessment's role in accreditation. It also includes predictions about ethical issues, developing a culture of assessment, and graduate curricula.

### **Appendix: Designing and Implementing an Assessment Project**

The appendix is new, and it describes an approach to designing and implementing an assessment project.