Outcomes Assessment-Related Publications & Presentations
by Student Affairs Assessment Support (SASS) team

Publications:

Finney, S.J., Gilmore, G.R., & Alahmadi, S. (in press). "What's a good measure of that outcome?" Resources to find existing and psychometrically-sound measures. *Research & Practice in Assessment*.

Horst, S.J., Finney, S.J., Prendergast, C.O., Pope, A. & Crewe, M. (in press). The credibility of inferences from program effectiveness studies published in student affairs journals: Potential impact on programming and assessment. *Research & Practice in Assessment.*

Pope, A., Finney, S.J. & Crewe, M. (in press). Evaluating the effectiveness of an academic success program: Showcasing the importance of theory to practice. *Journal of Student Affairs Inquiry.*

Finney, S.J. & Buchanan, H.A. (2021). A more efficient path to learning improvement: Using repositories of effectiveness studies to guide evidence-informed programming. *Research & Practice in Assessment, 16,* 36-48.

Finney, S.J., Wells, J.B., & Henning, G.W. (2021). *The need for program theory and implementation fidelity in assessment practice and standards* (Occasional Paper No. 51). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

Smith, K.L. & Finney, S.J. (2020). Elevating program theory and implementation fidelity in higher education: Modeling the process via an ethical reasoning curriculum. *Research & Practice in Assessment*, *15*, 5-17.

Finney, S.J. & Horst, S.J. (2019). Standards, standards, standards: Mapping professional standards for outcomes assessment to assessment practice. *Journal of Student Affairs Research and Practice, 56, 310-325.*

Finney, S.J. & Horst, S.J. (2019). The status of assessment, evaluation, and research in student affairs. In V. L. Wise & Z. Davenport (Eds.), *Student affairs assessment, evaluation, and research:* A *guidebook for graduate students and new professionals* (pp. 3 – 19). Springfield, IL: Charles Thomas Publisher.

Pope, A.M., Finney, S.J., & Bare, A. (2019). The essential role of program theory: Fostering theory-driven practice and high-quality outcomes assessment in student affairs. *Research & Practice in Assessment*, *14*, 5–17.

Pope, A. M., & Fulcher, K.H. (2019). Organizing for learning improvement: What it takes. *Assessment Update, 31*, 1 - 16

Smith, K. L., Finney, S. J., & Fulcher, K. H. (2019). Connecting assessment practices with curricula and pedagogy via implementation fidelity data. *Assessment and Evaluation in Higher Education*, 44, 263 – 282.

Smith, K.L., Finney, S. J., & Fulcher, K. H. (2017). Actionable steps for engaging assessment practitioners and faculty in implementation fidelity research. *Research & Practice in Assessment*, *12*, 71-86.

Finney, S.J. & Smith, K.L**.** (2016). Ignorance is not bliss: Implementation fidelity and learning improvement. *National Institute for Learning Outcomes Assessment: Guest Viewpoints*. Retrieved from https://www.learningoutcomesassessment.org/wp-content/uploads/2019/08/Viewpoint-FinneySmith.pdf

Fisher, R., Smith, K., Finney, S. & Pinder, K. (2014). The importance of implementation fidelity data for evaluating program effectiveness. *About Campus*, 19, 28-32.

Gerstner, J. J. & Finney, S. J. (2013). Measuring the implementation fidelity of student affairs programs: A critical component of the outcomes assessment cycle. *Research & Practice in Assessment*, *8*, 15 – 28.

Swain, M.S., Finney, S. J., & Gerstner, J.J. (2013). A practical approach to assessing implementation fidelity. *Assessment Update, 25*(1), p 5-7, 13.

Presentations (Workshops, Training Sessions, Keynote Addresses, Webinars):

Finney, S.J. & Alahmadi, S. (2021, Dec). *Evidence-based programming, implementation fidelity, & quality measurement*. Three-hour workshop presented at the annual meeting of SACSCOC, Dallas, TX.

Finney, S.J., Alahmadi, S., Buchanan, H., & Patterson, C. (2021, Oct). *Curated resources for high-quality assessment practice*. Invited panel at the annual meeting of the Assessment Institute, Virtual.

Finney, S.J. & Henning, G.W (2021, Oct). *The integration of program theory, implementation fidelity, and equity-minded assessment.* Presented at the annual meeting of the Assessment Institute, Virtual.

Henning, G.W. & Finney, S.J. (2021, June). *Using program theory and implementation fidelity to guide equity-minded assessment*. Presented at the annual conference for Association for the Assessment of Learning in Higher Education, Virtual.

Finney, S.J., Wise, V. & Davenport, Z. (2021, April). *Using data for continuous improvement so that all may learn*. Invited panel for the Western Michigan University Assessment in Action Conference, Virtual.

Finney, S.J., Henning, G.W., & Wells, J. (2021, March). *Leveraging program theory and implementation fidelity for equity-centered assessment*. Presented at the annual meeting of NASPA, Virtual.

Finney, S.J. (2020, Oct). *Using program theory and implementation fidelity to aid in interpreting outcomes assessment data.* Keynote address for the New England Student Affairs Assessment Institute, Virtual.

Finney, S.J. & Buchanan, H. (2020, Oct). *A more efficient path to learning improvement: The utility of evidence-informed programming and practices.* Paper presented at the annual meeting of the Assessment Institute, Virtual.

Finney, S.J. & Henning, G.W (2020, Oct). *Incorporating program theory and implementation fidelity in CAS Self-Study.* Paper presented at the annual meeting of the Assessment Institute, Virtual.

Perkins, B.A., & Patterson, C.R. (2020, Oct). *One criterion at a time: A guide to developing analytic rubrics.* Session presented at the annual IUPUI Assessment Institute, Virtual.

Finney, S.J. (2020, May). *Implementation fidelity: Data you need when evaluating and improving programming.* Session presented at the annual Higher Education Assessment Conference, Virtual.

Patterson, C.R. (2020, March). *Using program theory to mobilize the strategic imperative*. Session presented at the annual conference of ACPA, Nashville, TN.

Pope, A. M., Patterson, C., Gonzalez, S., & Finney, S.J. (2019, Nov). *Inspiration to action: Using program theory to engage with learning outcomes assessment*. Presented at the annual meeting of the Virginia Assessment Group, Richmond, VA.

Smith, K.L. & Finney, S. J. (2019, Nov). *Helping students learn better: Elevating program theory and implementation fidelity in a university-level context*. Paper presented at the annual meeting of Association for the Study of Higher Education, Portland, OR.

Pope, A. M. & Prendergast, C. (2019, September). *A simple model for learning improvement: Weigh pig, feed pig, weigh pig.* Keynote address at the University of North Alabama Best Practice in Student Achievement Conference, Florence, AL.

Prendergast, C. & Pope, A. M. (2019, September). *Learning improvement best practices.* Invited workshop at the University of North Alabama Best Practice in Student Achievement Conference, Florence, AL.

Finney, S. J. (2019, June). *A theory-based logic model for a multi-week student affairs program*. Paper presented in the symposium titled *Why and How Programs Impact Student Learning and Development: The Value of Program Theory in Outcomes Assessment* at the annual meeting of the Association for the Assessment of Learning in Higher Education, St Paul, MN.

Finney, S.J. & Smith, K.L. (2019, June). *The utility of implementation fidelity data when assessing program effectiveness and using results for learning improvement*. Paper presented at the annual meeting of the Association for the Assessment of Learning in Higher Education, St Paul, MN.

Pope, A. M. (2019, June*). An introduction to program theory: Articulating why programs should work using logic models*. Paper presented in the symposium titled *Why and How Programs Impact Student Learning and Development: The Value of Program Theory in Outcomes Assessment* at the annual meeting of the Association for the Assessment of Learning in Higher Education, St Paul, MN.

Pope, A. M., Horst, S.J., Prendergast, C., Finney, S. J., & Crewe, M. (2019, June). *Let's get real: Applying research design principles to a messy assessment world*. Workshop at the annual meeting of the Association for the Assessment of Learning in Higher Education, St Paul, MN.

Finney, S. J. (2019, May). *Program theory: Necessary for the use of assessment results.* Keynote address at Virginia Commonwealth University Student Affairs Assessment Retreat, Richmond, Va.

Pope, A. M., Prendergast, C., Crewe, M., & Horst, S.J. (2019, April). *Can we back up that claim: Making important data collection design decisions*. Virtual workshop at the Spring Drive-In Conference hosted by the Virginia Assessment Group (VAG) and sponsored by VA, Harrisonburg, VA.

Bare, A.K., Finney, S.J. & Pope, A. M. (2019, March). *Meet your match: How theory-based measures help connect outcomes and programming*. Presented at annual meeting of ACPA, Boston, MA.

Finney, S. J. & Horst, S. J. (2019, March). *Standards, standards, standards: Mapping professional standards to assessment practice*. Paper presented at annual meeting of ACPA, Boston, MA.

Pope, A. M., Finney, S.J. & Bare, A.K. (2019, March). *Friend not foe: Using theory to develop impactful programs*. Paper presented at annual meeting of ACPA, Boston, MA.

Finney, S. J. (2019, Feb). *Using implementation fidelity data to evaluate & improve program effectiveness.* Webinar sponsored by Weave. https://info.weaveeducation.com/data-program-effectiveness

Finney, S. J. (2018, Oct). *Showcasing the utility of implementation fidelity data when evaluating program effectiveness.* Keynote address at Assessment Institute, IUPUI, Indiana.

Pope, A. M. & Finney, S. J. (2018, Oct). *Developing interventions to impact noncognitive constructs: The necessity of articulating theory-based program logic.* Paper presented at annual meeting of the Northeastern Educational Research Association, Trumbull, CT.

Pope, A. M. (2018, August). *An introduction to student affairs assessment.* Invited workshop presented to student affairs professionals at Washington and Lee University. Lexington, VA.

Finney, S.J. & Horst, S. J. (2018, June). *Student affairs professionals' commitment to and competency in assessment: Spotlighting an often untapped partner in evidencing student learning.* Presented at the annual meeting of the Higher Education Data Sharing Consortium, Spokane, WA.

Pope, A. M., & Markle, R. (2018, April). *Evaluating assessment quality at the institution level: A look at civic engagement and intercultural competency.* Paper presented at the American Educational Research Association annual meeting. NYC, NY.

Pope, A. M. (2018, March). *Deadly threats: Identifying and addressing major threats to the validity of assessment results.* Presentation at the National Association of Student Personnel Administrators annual conference. Philadelphia, PA.

Holzman, M., Pope, A. M. (2017, March). *Reliability and validity 101: Applying measurement to student affairs assessment.* Presentation at the American College Personnel Association annual conference, Columbus, OH.

Curtis, N., Pope, A. M., Waterbury, G.T. (2016, November). *From assessment to improvement: Establishing a strong assessment culture as the foundation for student learning improvement.* Presentation at the Virginia Assessment Group annual convention, Richmond, VA.

Holzman, M., Sunde, S., Miesen, C., & Finney, S.J. (2016, Oct). *Enhancing student learning: A multi-year implementation fidelity assessment of orientation*. Sponsored webinar by ACPA.

Holzman, M., Miesen, C. & Finney, S.J. (2015, Nov). *Closing the assessment loop: Using implementation fidelity data to make informed changes to programming*. Presented at annual meeting of the Virginia Assessment Group, Richmond, VA.

Finney, S. J. & Gerstner, J. (2013, Dec). *How do I use assessment results? The utility of implementation fidelity data for program improvement*. Invited workshop at the annual meeting of SACSCOC, Atlanta, GA.

Fisher, R. C., Smith, K. L., Pinder, K. E., & Finney, S. J. (2013, Oct). *Showcasing the utility of implementation fidelity to evaluate educational programing*. Paper presented at the annual conference of the Northeastern Educational Research Association, Rocky Hill, CT.

Finney, S.J. & Gerstner, J.J. (2012, March). *Incorporating implementation fidelity into the outcomes assessment cycle*. Invited full day training session at the University of Nevada, Reno.

Swain, M.S., Sunde, S.A., Gerstner, J.J., McCoy-Ntiamoah, T.A., & Finney, S. . (2012, March). *Engaging stakeholders in program assessment: The power of implementation fidelity*. Presented at the annual meeting of the American College Personnel Association (ACPA), Louisville, KY.

Swain, M.S., Sunde, S.A., Gerstner, J.J., McCoy-Ntiamoah, T.A., & Finney, S.J. (2012, March). *Implementation fidelity and outcomes assessment for transfer orientation: Making empirically-based decisions about program effectiveness*. Presented at the annual meeting of the National Association of Student Personnel Administrators (NASPA), Phoenix, AZ.

Swain, M.S., Sunde, S.A., Gerstner, J.J., McCoy-Ntiamoah, T.A., & Finney, S.J. (2012, March). *Why everyone should assess program implementation*. Presented at the annual meeting of the National Association of Student Personnel Administrators (NASPA), Phoenix, AZ.

McCoy-Ntiamoah, T.A., Swain, M.S., Gerstner, J.J., & Finney, S.J. (2011, Nov). *Committing to quality program assessment: Building capacity to assess program effectiveness in one year*. Presented at the Virginia Assessment Group Annual Conference, Williamsburg, VA.

Swain, M.S., Sunde, S.A., Gerstner, J.J., McCoy-Ntiamoah, T.A., & Finney, S.J. (2011, Nov). *What your assessment plan is missing: Assessing program implementation*. Presented at Virginia Assessment Group Annual Conference, Williamsburg, VA.

Gerstner, J., Swain, M., Sunde, S., McCoy, T., & Finney, S.J., (2011, June). *Why doesn't my transfer orientation work? The importance of assessing program implementation*. Invited half-day workshop for the annual meeting of NASPAs Assessment & Persistence Conference, Las Vegas.

McCoy, T., Swain, M., Gerstner, J. & Finney, S.J. (2011, June). *Yes, it is possible! Completing the assessment cycle in one year*. Presented at NASPA's annual Assessment & Persistence Conference, Las Vegas.

Young, W. & Finney, S. J. (2011, June). *Partnering with purpose: Strategies for creating students affairs assessment process and investment*. Presented at NASPA's annual Assessment & Persistence Conference, Las Vegas.

Finney, S.J. & Swerdzewski, P. (2008, Feb). *The "What", "Why" and "How" of outcomes assessment in student affairs.* Invited half-day workshop for the Division of Student Affairs, Christopher Newport University, Newport News, VA.

Grande, S., France, M., & Finney, S. J. (2007, June). *Does orientation promote learning and development? An assessment plan unearths the answers*. Paper presented at the International Assessment & Retention Conference, St. Louis.

Swerdzewski, P., Finney, S.J., & Bell, A.L. (2007, June). *Assessing the impact of faculty advising: Implications for a peer advising program.* Paper presented at the International Assessment & Retention Conference, St. Louis.

Young, W., Finney, S.J., & Bacon, J. (2007, June). *Mentoring as a judicial sanction: Assessing sense of belonging*. Paper presented at the International Assessment & Retention Conference, St. Louis.