

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

### Publications:

- Finney, S.J. (2023). "I have a few questions": Reframing assessment practice as asking and answering questions that matter. *Journal of Student Affairs Inquiry*, 6(1), 18-34. <http://www.studentaffairsassessment.org/jsai-volume-6>.
- Pope, A.M., Finney, S.J., & Crewe, M. (2023). Evaluating the effectiveness of an academic success program: Showcasing the importance of theory to practice. *Journal of Student Affairs Inquiry*, 6(1), 35-50. <http://www.studentaffairsassessment.org/jsai-volume-6>
- 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. <https://files.eric.ed.gov/fulltext/EJ1307022.pdf>
- Finney, S.J., Gilmore, G.R., & Alahmadi, S. (2021). "What's a good measure of that outcome?" Resources to find existing and psychometrically-sound measures. *Research & Practice in Assessment*, 16(2), 46-58. <https://www.rpajournal.com/dev/wp-content/uploads/2022/02/Resources-to-find-existing-measures-RPA.pdf>
- 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). <https://eric.ed.gov/?id=ED612091>
- Horst, S.J., Finney, S.J., Prendergast, C.O., Pope, A. & Crewe, M. (2021). The credibility of inferences from program effectiveness studies published in student affairs journals: Potential impact on programming and assessment. *Research & Practice in Assessment*, 16(2), 17-32. <https://www.rpajournal.com/dev/wp-content/uploads/2021/09/The-Credibility-of-Inferences-from-Program-Effectiveness-Studies.pdf>.
- 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. <https://www.rpajournal.com/dev/wp-content/uploads/2020/09/Elevating-Program-Theory-and-Implementation-Fidelity-in-Higher-Education.pdf>
- 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. DOI: [10.1080/19496591.2018.1559171](https://doi.org/10.1080/19496591.2018.1559171)
- 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. <https://psycnet.apa.org/record/2019-16536-000>
- 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. <https://eric.ed.gov/?id=EJ1223397>
- Pope, A.M., & Fulcher, K.H. (2019). Organizing for learning improvement: What it takes. *Assessment Update*, 31, 1 – 16. DOI: [10.1002/au.30170](https://doi.org/10.1002/au.30170)
- 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. DOI: [10.1080/02602938.2018.1496321](https://doi.org/10.1080/02602938.2018.1496321)
- 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. <https://eric.ed.gov/?id=EJ1168812>
- 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.L., Finney, S.J. & Pinder, K. (2014). The importance of implementation fidelity data for evaluating program effectiveness. *About Campus*, 19, 28-32. DOI: [10.1002%2Fabc.21171](https://doi.org/10.1002%2Fabc.21171)
- 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. <https://eric.ed.gov/?id=EJ1062846>
- Swain, M.S., Finney, S.J., & Gerstner, J. (2013). A practical approach to assessing implementation fidelity. *Assessment Update*, 25(1), p 5-7, 13. <https://www.researchgate.net/publication/341463978> A practical approach to assessing implementation fidelity

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

- Henning, G. & Finney, S.J. (2024, March). *Applying program theory and implementation fidelity to a social belonging intervention to advance equity*. Three-hour workshop presented at the annual meeting of NASPA, Seattle, WA.
- Fulcher, K.H., Finney, S.J. & Hathcoat, J. (2023, Oct). *Leveling up your assessment skills*. Presented at the annual meeting of the Assessment Institute, Indianapolis, IN.
- Herr, R. & Finney, S.J. (2023, Oct). *Program theory and implementation fidelity: Critical components to learning improvement*. Presented at the annual meeting of the Assessment Institute, Indianapolis, IN.
- Schaefer, K., & Finney, S.J. (2023, Oct). *A mutually beneficial partnership between a student affairs division and an assessment office: How to create it and sustain it*. Presented at the annual meeting of the Assessment Institute, Indianapolis, IN.
- Finney, S.J., Wilson, S., Stewart, J. & LaFrance, S. (2023, April). *Developing competency and confidence in evidence-informed practice via professional development experiences*. Presented at the annual meeting of NASPA, Boston, MA.
- Schaefer, K., Stewart, J., Wild, A., Wilson, S., Finney, S.J., & Newman, M. (2023, April). *A structured process of reporting, evaluating, and using assessment results in student affairs: Wins, losses, and realities*. Presented at the annual meeting of NASPA, Boston, MA.
- Finney, S.J., Morrison, J., & Tracy, P. (2022, June). *Assessment for learning improvement: Three perspectives*. Invited panel at the annual meeting of the Association for the Assessment of Learning in Higher Education, Providence, RI.
- Finney, S.J., Schaefer, K., & McFadden, M.E. (2022, June). *Students' understanding of and engagement in assessments used for institutional improvement and accountability*. Three-paper research session presented at the annual meeting of the Association for the Assessment of Learning in Higher Education, Providence, RI.
- Finney, S.J. & Alahmadi, S. (2022, Feb). *Repositories of evidence-based educational programming & outcome measures*. Theory-to-Practice Workshop presented at the annual AAC&U Conference on General Education, Pedagogy, and Assessment, San Diego, CA.
- 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: Spotighting 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.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 programming*. 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.J. (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.S., Gerstner, J.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.