

Standards, Standards, Standards:

Mapping Professional Standards in Student Affairs to Outcomes Assessment Practice

Sara Finney & Aaren Bare
Friday, December 14, 2018
9am – 11am
Lakeview Hall, Room 1165

To facilitate familiarity with outcomes assessment, we map three sets of student affairs professional standards (ASK standards, CAS standards, ACPA-NASPA Professional Competencies) to the outcomes assessment cycle. Although the standards differ in focus (i.e., individual competencies versus program characteristics), the mapping showcases the immense similarity in expectations regarding gathering empirical evidence of program effectiveness. Moreover, the mapping conveys that assessment practice should be supported and embraced by student affairs professionals given the professional standards are supported and embraced. This mapping is an effective resource for student affairs graduate programs and informal professional development. To further facilitate professional development, we will supplement the mapping with a discussion of derivative products associated with the standards (e.g., rubrics to assess personal skills, guides to assess program characteristics, program development guides).

Attendees will be able to:

- 1) List the different student affairs standards/competencies related to student learning assessment and improvement
- 2) Articulate the alignment between these student affairs standards/competencies and the assessment process
- 3) Describe standard-related resources available for professional development, program development, and assessment.

PRESENTER INFORMATION

Sara J. Finney, PhD (Quantitative & Qualitative Methods, University of Nebraska, 2001)
Associate Director | Center for Assessment & Research Studies, James Madison University
Professor | Department of Graduate Psychology, James Madison University

Since 2001, Dr. Finney has been providing outcomes assessment-related support to professionals in the Division of Student Affairs at James Madison University. Most recently, she oversaw the creation of initiatives to emphasize the use of assessment results for learning improvement. Dr. Finney's work evaluating the effectiveness of university educational programming has garnered four national

awards from the American College Personnel Association (ACPA) and the Student Affairs Administrators in Higher Education Association (NASPA). External to JMU, Dr. Finney serves on the editorial boards for several scholarly journals that focus on measurement and educational effectiveness. She serves on technical advisory committees for large testing and educational effectiveness organizations. Dr. Finney teaches statistics and measurement topics to graduate students in JMU's Assessment & Measurement PhD program and the Quantitative Psychology Concentration within the Psychological Sciences MA program.

Dr. Finney has published over 60 articles and chapters, with her graduate students co-authoring over 70% of these publications. Her research involves the incorporation of implementation fidelity assessment during the outcomes assessment process, study of test-taking motivation and emotions during institutional accountability testing, and the application of latent variable modeling techniques to better understand the measurement of psychoeducational constructs. Her research has appeared in such journals as *Journal of Student Affairs Research and Practice*, *Assessment and Evaluation in Higher Education*, *Educational and Psychological Measurement*, *Applied Measurement in Education*, *Educational Assessment*, and *Research & Practice in Assessment*.

Aaren Bare, M.Ed. Candidate (College Student Personnel Administration, James Madison University, May 2019)

In 2014, Aaren Bare began her career in the Office of Student Life at Bridgewater College as an Area Coordinator. After serving as a professional at Bridgewater College for three years, Aaren pursued her Master's Degree at James Madison University (JMU) in the College Student Personnel Administration (CSPA) program. During her graduate experience, she has served as a Graduate Assistant in the Office of Academic Student Services, working primarily with students on academic probation and suspension to promote strategies for academic success in the Academic Success Program (ASP). Through a practicum in the Center for Assessment & Research Studies (CARS), Aaren developed a strong foundation in assessment practice. She applied these skills to ASP by creating theory-based student learning outcomes (SLOs), mapping theory-based curriculum to the SLOs, and identifying a high-quality measure to assess the program. Additionally, during her time at CARS, Aaren was involved in large-scale low-stakes institutional accountability testing and co-facilitated a multi-day training of faculty and staff on outcomes assessment at JMU.

Aaren presented *Taking Action to Address Persistent Barriers to Student Affairs Assessment* at the 2018 Virginia Assessment Group (VAG) meeting. She presented *Making Your Work Meaningful* by using strong assessment practices to improve the quality and impact of your programming at the 2018 Virginia Student Services Conference (VSSC). Aaren is a co-author, along with Dr. Finney, on two assessment-related manuscripts that will be submitted to peer-reviewed journals in the field.

Currently, Aaren is serving as a Graduate Assistant for the Office of Career & Academic Planning. She supports and works to improve assessment practices in CAP, focusing on clarifying SLOs, mapping curriculum, and considering implementation fidelity evidence.