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Learning: Residence Life and the Continuous Cycle of Assessment.; Conclusion; 3: Using the CAS Standards in Assessment Projects; Determining Quality through the Use of Standards; CAS Standards and Guidelines.; Relevant Research.; Assessing Both Programs and Outcomes.; CAS Approach to Self-Study.; Examples of Assessment Using CAS Standards; Considerations in Using CAS; Conclusion; 4: From Classroom to Practice: A Partnership Approach to Assessment; Course Description; Project Description and Examples; Project Description. Example Projects.Evaluation and Revisions; Considerations for Implementation; Defining Partnerships.; Clarifying Roles.; Recognizing Opportunities.; Accepting Challenges.; Concluding Thoughts; 5: Collaborating on Assessment of the Undergraduate Student Experience; Student Life Strategic Planning; Retention and Transition Initiatives: A Partnership; Ignite Program; Life of the Mind/Welcome Week; Assessment and Strategic Planning: Successes and Opportunities; 6: How Assessment Can Advance Efforts to Enhance Undergraduate Student Persistence Using Assessment to Supplement Research on Student PersistenceTypes of Assessment; Needs Assessment.; Utilization Assessment.; Satisfaction Assessment.; Outcomes-Based Assessment.; Seidman's Retention Formula; Early Identification.; Interventions.; Summary; 7: Developing and Using Dashboard Indicators in Student Affairs Assessment; The Origins of Dashboards; Executive Information Systems.; Balanced Scorecards.; Dashboards.; What Is a Dashboard?; Applications and Types of Dashboards.; Dashboards and Key Performance Indicators.; Dashboards in the Context of Higher Education and Student Affairs Dashboard Indicators in Higher Education and Student Affairs

Sommario/riassunto

As demands for accountability escalate, assessment continues to evolve as a central aspect of student affairs administration. Experience clearly indicates that without a robust portfolio of assessment activities, the services, programs, and activities of a student affairs division are at risk of being reassigned to other organizational units on campus-or, in a tight budgetary environment, being eliminated. This sourcebook reminds student affairs educators of the importance of developing an assessment program and explores topics that will add depth and richness to such a program. From
