

Coordinating Student Affairs Divisional Assessment: A Practical Guide (An ACPA / NASPA Joint Publication)

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Co-published with ACPA, College Student Educators International and NASPA, The National Association of Student Personnel Administrators, Inc.

The need for the new role of student affairs assessment coordinator has emerged in response to the increasing demand for outcomes information, the proliferation of data, and the recognition that coordinating this work within divisions is of paramount importance.

For those taking on this role, this book constitutes a practical guide to leading and implementing an assessment program – whether doing so full- or part-time, as an individual or in a multi-person office, or whether reporting to or being in positional leadership.

Recognizing that this function that is new to student affairs, and that those who take it on frequently find themselves in an in-between world, being both embedded with, but also distinct from, their divisional colleagues, this book first addresses the common challenges and issues related to defining and implementing the role and cultivating a culture of assessment. It then deals with the practicalities of creating systems and structures; developing assessment skills throughout the organization; and creating an integrated model for measuring progress towards strategic planning goals, and for informing decision-making and resource allocation.

The book concludes with guidance on leading and maintaining ethical standards related to data collection, storage and sharing for the division, and on navigating the dynamic political environment that assessment professionals will encounter.

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Editorial Review

Review
"Coordinating Student Affairs Divisional Assessment is a comprehensive A-Z guide to establishing, evolving and sustaining a student affairs division assessment program. The authors offer a practical and professionally grounded model to inform and support successful leadership of student affairs assessment.

The beauty and brilliance of *"Coordinating Student Affairs Divisional Assessment* is in the aggregate design it offers to demystify student affairs assessment and make successful leadership accessible.

This book should be on the reading list of every senior student affairs officer, regardless of where his or her division is in implementation of its assessment program, as [it] not only offers a process for initiating assessment program, but also provides a guide for evaluating the successful functioning of programs. Data will continue to be crucial to the success and survival of student affairs, as well as the successful stewardship of student affairs organizations and institutional resources. This book contributes greatly to our ability to have a positive and productive future." (Larry D. Roper)

About the Author
Erin Bentrim is a visiting assistant professor of psychology at Wingate University. She is also a consultant who specializes in student assessment and strategic planning. Over the past 23 years, Bentrim has served in a variety of positions in higher education administration, including assistant dean of students, interim director of academic assessment, and the director of institutional research and effectiveness. In addition, Bentrim has held faculty appointments at the undergraduate and graduate levels. She has led several strategic planning initiatives in her local community and served as an assessment consultant for multiple campuses. She was the national co-chair of the NASPA Assessment, Evaluation, and Research Knowledge Community from 2009 to 2011 and is a founding member of the Student Affairs Assessment Leaders. She holds a PhD in educational psychology and research and an MEd in student personnel services from the University of South Carolina and a BA in English from Wofford College.

Gavin W. Henning is a college student educator with a reputation as a coordinator, collaborator, and catalyst for educational change. He has more than 20 years of higher education experience that includes faculty, student affairs assessment, institutional research, and residence life. As associate professor and program director at New England College in New Hampshire, Henning coordinates the master's of higher education administration and doctorate of education programs. He has served as president of ACPA?College Student Educators International as well as on the board of directors and executive committee of the Council for the Advancement of Standards in Higher Education (CAS). Henning holds a doctor of philosophy degree in education leadership and policy studies and a master of arts degree in sociology, both from the University of New Hampshire, as well as a master of arts degree in college and university administration and a bachelor of science degree in psychology and sociology from Michigan State University.

Kimberly Yousey-Elsener is the director of assessment and evaluation for University Life and Services at the University of Buffalo. In addition, she serves as associate editor for internal publications for ACPA and on the faculty for the College Student Personnel Administration program at Canisius College. Her experience in higher education includes teaching at the undergraduate and graduate levels, residence life, academic advising/support, service learning, student activities, and assessment, as well as serving as an assessment consultant for Campus Labs. She received a doctorate from New York University in higher education

administration and policy, a master’s degree from Kent State University in college student personnel administration, and a bachelor’s of music education from Baldwin-Wallace College.

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