Programmatic Assessment in Student Affairs

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Why engage in assessment?

- Accountability movement in higher education
- Accreditation
- Make decisions based on data
- In a time of limited resources, prove or perish
ABA Standard 315

“The dean and the faculty of a law school shall conduct ongoing evaluation of the law school’s program of legal education, learning outcomes, and assessment methods; and shall use the results of this evaluation to determine the degree of student attainment of competency in the learning outcomes and to make appropriate changes to improve the curriculum.”
Differentiating

- Research
- Assessment
Steps in the Process

1. Define your outcomes (SMART)
2. Plan for data collection (KISS)
3. Data collection and analysis
4. Close the loop
Assessment Examples

- Usage numbers ("How many students are using the Writing Center?")
- Student needs/satisfaction (e.g., evening students)
- Climate (e.g., diversity/inclusion)
- Learning outcomes (e.g., orientation pre-/post-test)
- Benchmarking (e.g., LSSSE)
Data Collection Examples

Surveys
Focus groups
Interviews
Analyze existing documents
Observations
Case studies
Rubrics
Portfolios
Advice

- Keep it simple
- One outcome at a time
- Focus on the end game: actionable results, not reports
- Think beyond the survey (fatigue)
- Seek help – faculty, university, ASSESS listserv
- Don’t make it personal/personnel
- Read about assessment
Student Affairs Assessment
Theory to Practice

Gavin Henning and Darby Roberts

Foreword by Marilee Bresciani Ludvik

Amazon Link
Outcomes

Data Collection & Analysis

Closing the Loop