

Vicki L. Wise

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Education

- 2004 **PhD in Psychological and Cultural Studies**
University of Nebraska, Lincoln, NE
Emphasis area: Quantitative and Qualitative Methods in Education
Dissertation: *The effects of the promise of test feedback on examinee performance and motivation under low-stakes testing conditions*
- 1994 **MA in Educational Psychology**
University of Nebraska, Lincoln, NE
Program area: Quantitative and Qualitative Methods in Education
Thesis: *The effects of kindergarten scheduling: A meta-analysis.*
- 1992 **BA in Psychology**
California State University, San Marcos, CA

Experience

- June 2018- **Director of Assessment and Accreditation**
College of Public Health and Human Sciences, Oregon State University, OR
- Lead planning, development, implementation and oversight of College assessment activities
- Develop ongoing, systematic, broad-based and integrated evaluation of College activities to document effectiveness in achieving stated mission, goals and objectives.
 - Provide leadership, expertise, support, and supervision of assessment in all academic programs of the College as mandated by CEPH accreditation and other accrediting agencies (e.g., program competencies, faculty productivity). The position will be the central referent and contact person for all accreditation activities in the College.
 - Advise faculty and staff about the interpretation of assessment policies and procedures established by accrediting agencies, and implementation of assessment activities to be in compliance with accreditation requirements and standards.
 - Assist faculty in completing competency reports to support effective program planning and improvement; report findings to College faculty and staff.
 - Manage and maintain databases (e.g., Salesforce and Digital Measures) to generate reports on faculty characteristics and productivity; track student

characteristics and progress through academic programs; and complete faculty and student reports.

Compile and analyze data required for assessment, accreditation and evaluation studies

- Establish, identify, define and prioritize assessment and evaluation activities in response to College information and analysis needs.
- Collaborate with leadership to establish surveys, procedures, and a schedule for collection and reporting of information needed to support the various accreditations, assessments, and initiatives in the college.
- Coordinate the scheduling and collection of competency assessment data for all academic programs.
- Schedule and collect data needed to assess alumni-, student-, preceptor- and employer-related outcomes.
- Use statistical techniques and qualitative data methods to analyze and manage data and information; summarize findings and prepare detailed reports required for accreditation and College quality improvement.
- Assist with the creation of OSU's annual assessment reports (undergraduate and graduate reports).
- Assist the Dean and Associate Deans In the creation of the College's annual report to the Provost.

Provide supervision and service

- Provide supervision and direction for assigned student workers, including planning, assigning and reviewing of work.
- Assist in implementing ongoing training and development of individuals involved in the assessment of learning and accreditation.
- Represent the College on the Oregon State University Assessment Council and serve on other committees appropriate to the position that benefit the CPHHS.
- Complete additional duties as assigned by the ADAFA and Dean.

May 2015 -
May 2018

Associate Director, Teaching, Learning, & Assessment
Office of Academic Innovation, Portland State University, OR

Major accomplishment: Leading PSU into a new era of quality assessment practice and accountability by integrating assessment processes across levels from the course to the program to the institution.

Strategic Planning/Assessment:

- Co-lead University governance for teaching, learning, and assessment initiatives to foster student success
- Co-lead institutional assessment and accreditation
- Co-chair Institutional Assessment Council to facilitate and support program assessment, academic program review, and strategic planning for all (~200) academic programs

- Provide formative feedback on annual assessment practices to all academic programs

Capacity Building:

- Plan and implement orientations, workshops, learning communities and campus-wide events related to teaching, learning, and assessment
- Supervise and mentor teaching, learning and assessment staff

Budgeting:

- Manage teaching, learning and assessment budget
- Works with academic programs to integrate return-on-investment practices with assessment

Reporting/Technology:

- Development and effective use of technological solutions and social media tools for reporting, internal and external communications
- Design infographics and other innovative assessment reporting mechanisms
- Conduct data analysis using SPSS

Scholarship:

- Engage in scholarly productivity and actively contribute to the field of assessment in higher education, including service on national assessment boards

Partnerships:

- Engage in professional partnerships across academic affairs, student affairs, and institutional research
- Respond to stakeholder needs both internal and external to the university
- Collaborate across diverse groups, departments, programs and units

2010-2015

Director for Assessment and Research

Enrollment Management and Student Affairs, Portland State University, OR

Major accomplishment: Creating a culture of doing assessment and using assessment results

Strategic Planning/Assessment:

- Conducted all assessment, evaluation, and planning for the Division (40 programs), including Student Health and Counseling Center, Women's Resource Center, and Advising and Career Services
- Taught assessment, evaluation and strategic planning through various modes, both face-to-face and online

Capacity Building:

- Co-chaired Employee Learning and Development Committee using CAS Standards framework. Developed monthly trainings and annual summer institutes
- Co-planned Division leadership retreats

Budgeting:

- Managed Assessment Services budget

Reporting/Technology:

- Development of e-portfolio for program and Division-wide reporting

- Designed infographics and other innovative assessment reporting mechanisms
- Managed Campus Labs assessment system
- Conducted data analysis using SPSS

Scholarship:

- Engaged in scholarly productivity and actively contributed to the field of higher education/student affairs

Partnerships:

- Engaged in professional partnerships across academic affairs, student affairs, and institutional research
- Responded to stakeholder needs both internal and external to the university
- Collaborated across diverse groups, departments, programs and units

2006-2008

Director for Assessment and Evaluation

College of Education, James Madison University, VA

Major accomplishment: Integrating an assessment system for tracking assessment progress and quality

Strategic Planning/Assessment:

- Responsible for National Council for Accreditation of Teacher Education (NCATE) accreditation assessment processes
- Conducted and monitored assessment of all teacher education programs
- Ensured quality assessment processes and data for use in decision making

Reporting/Technology:

- Compiled and submitted data for required state and federal reporting
- Managed early-stage implementation of TK20 assessment and reporting system

Partnerships:

- Engaged in professional partnerships across academic affairs, student affairs, and institutional research
- Responded to stakeholder needs both internal and external to the university.
- Collaborated across diverse groups, departments, programs and units

2005-2006

Assistant Director, Institutional Research

Office of Institutional Research, James Madison University, VA

Major accomplishment: Meeting reporting mandates with quality assessment practice

- Conducted federal and state-level mandated reporting
- Conducted large-scale surveys, data analysis, and reporting

2001-2005

Assistant Professor/Research Administrator

Dual appointment in PhD program in Assessment and Measurement and the Center for Assessment and Research Studies (CARS), James Madison University, VA

Major accomplishment: Managing large-scale testing program

- Facilitated large-scale testing program for over 2,500 students, 25 proctors
- Taught graduate-level research course
- Conducted large-scale assessment and evaluation
- Worked with academic programs to conduct program assessment
- Supervised and mentored graduate students

1999-2001	Director of Research Responsive Management Inc., Harrisonburg, VA
1997-1998	Evaluation Intern Star Schools Grant, Lincoln, NE
1996-1997	Evaluation Intern Nebraska Math/Science Initiative, Lincoln, NE
1995-1996	Client Coordinator/Research Analyst The Gallup Organization, Lincoln, NE
1994-1995	Research Assistant University of Nebraska, Lincoln, NE
1992-1994	Research Assistant Department of Planning and Evaluation, Millard Public Schools, Omaha, NE

Professional Service and Memberships

Elected/Appointed

- CAS Accreditation and Program Review Team (2017-19)
- National Review Board. CAS Assessment Services (2017-19)
- Assessment Course Developer for Applying & Leading Assessment in Student Affairs. Partnership between Colorado State University's Higher Education in Student Affairs Program and Student Affairs Assessment Leaders (2016-17)
- Reviewer, *The Journal of Student Affairs Inquiry* (2016-18)
- Member Online Learning Team, Student Affairs Assessment Leaders (2016-18)
- Member Online Learning Team, Commission for Assessment and Evaluation, American College Personnel Association (2016-18)
- Chair, Assessment Institute, Commission for Assessment and Evaluation, American College Personnel Association (2014-15)
- Co-Chair, Assessment Institute, Commission for Assessment and Evaluation, American College Personnel Association (2012-14)
- Co-chair, Student Affairs Assessment Leaders (2014-15)

- Editorial Board, *Research & Practice in Assessment* (2012-14)
- ACPA member since 2010
- NASPA member since 2010

Funding/Grants

2014-current	Co-founder Oregon Assessment Conference in Student Affairs Portland State University, Oregon State University, and University of Oregon Partnership http://oregonassessmentconference.weebly.com/
2012	NASPA, Region V assessment grant (\$500)
2005–2006	Teacher Quality Enhancement Evaluation (\$581,383; funded by the Virginia Department of Education). Co-authored.

Relevant Coursework Completed

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| <ul style="list-style-type: none"> • Project Management Communications and Teamwork • Adult Learning and Motivation • Program Assessment • Statistics and Measurement courses | <ul style="list-style-type: none"> • Evaluation of Teaching • Curriculum and Program Design • Human Cognition and Instruction • Cognitive Development • Instructional Design |
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Scholarly Work

Publications

Wise, V.L., & Davenport, Z. & (in press). *Student affairs assessment, evaluation, and research: A guidebook for graduate students and new professionals*. Springfield, IL: Charles Thomas Publisher.

Wise, V.L., & Hatfield, L.J. (in press). The scholarship of assessment, evaluation and research in student affairs. In Z. Davenport and V. Wise (Eds), *Student affairs assessment, evaluation, and research: A guidebook for graduate students and new professionals*. Springfield, IL: Charles Thomas Publisher.

Wise, V.L., & Hatfield, L.J. (2017, March, 6). *Don't delay: Publish your conference presentation* [Web log post]. Retrieved from <http://www.myacpa.org/entity/commission-assessment-and-evaluation/blog/dont-delay-publish-your-conference-presentation>

Archambault, L., Bergstrom, K., Bollmann-Zuberbuhler, B, Hochschule, P., Burns, H., Cirillo, J.,... Wise, V.L., ... (2016). Education for a sustainable future: Benchmarks for individuals and social learning. *Journal of Sustainability Education*. Retrieved from http://www.susted.com/wordpress/content/education-for-a-sustainable-future-benchmarks-for-individual-and-social-learning_2016_04/

- Spalding, H.E & Wise, V.L. (2016). Creating a campus culture of sustainability through partnerships with enrollment management and student affairs. In BD Wortham-Galvin, J. Allen, and J. Sherman (Eds), *Sustainable solutions: Let knowledge serve the city*. Yorkshire, UK: Greenleaf Publishing.
- Wise, V.L. (2016). Let's think like teachers. In K. Irland, S. Caulfield, A. Fields, S. De Matteo, and T. Krieglstein (Eds), *Tracking is trending: A survival guide to assessment in student affairs*. Student Affairs Collective.
- Wise, V.L., & Hatfield, L.J. (2016, January/February). Sharing stories: Using student voices to expand assessment reporting. *About Campus*, 20(6) 27–31.
- Wise, V.L. (2015, November, 6). Student affairs programs are our classrooms: Let's think like teachers [Web log post]. Retrieved from <https://studentaffairscollective.org/student-affairs-programs-classrooms-lets-think-like-teachers-saassess/>
- Wise, V. L. (2015). Tenet nine: Determine the appropriate methods for assessing programs and services. In R. P. Bingham, D. Bureau, & A. G. Duncan (Eds.), *Leading assessment for student success: Ten tenets that change culture & practice in student affairs*. Sterling, VA: Stylus.
- Wise, V.L & Aaron, R. (2015). Building talent and increasing assessment knowledge. In K. Yousey-Elsemer, E. Bentrim, G.W. Henning (Eds.). *Coordinating student affairs divisional assessment*. Sterling, VA: Stylus.
- Wise, V.L & Hatfield, L.J. (2015, September). Simple strategies to overcome obstacles and become a scholar in student affairs. *Academic Impressions*. Retrieved from <http://bit.ly/1LCTy6Q>
- Hatfield, L. J., & Wise, V. L. (2015). *A guide to becoming a scholarly practitioner in student affairs*. Sterling, VA: Stylus.
- Spalding, H., Williams, D, Wise, V.L (2014, May). Designing and assessing learning outcomes: A framework for co-curricular sustainability programs. *Journal of Sustainability Education*, 6. Retrieved from http://www.jsedimensions.org/wordpress/content/designing-and-assessing-learning-outcomes-a-framework-for-co-curricular-sustainability-programs_2014_06/
- Wise, V. L., & Hatfield, L. J. (2014, Summer). Employee evaluation using professional competencies. *Developments*, 12 (2). Retrieved from <http://www.myacpa.org/publications/developments/volume-12-issue-2>
- Wise, V.L. & Tarabocchia, J.R. (2012, October). Social media use and student engagement: The potential for student affairs. *Digital*, 2-3. Retrieved from https://www.naspa.org/images/uploads/events/Tech_Newsletter_Fall2012.pdf
- Wise, V.L., & Barham, M.A. (2012). Moving beyond surveys. *About Campus*, 17(2), 26-29. doi:10.1002/abc.21077

- Wise, V.L. (2011, December). [Review of the book *Start with why: How great leaders inspire everyone to take action*, by Simon Sinek]. *Research and Practice in Assessment*, 6, Retrieved from <http://www.rpajournal.com/review-of-start-with-why/>
- Wise, V.L. (2006, December). [Review of the book *Assessing teacher performance: Performance-based assessment in teacher education*. *Teachers College Record*, 12878. <http://www.tcrecord.org/content.asp?contentid=12878>
- Wise, V.L., Wise, S.L., & Bhola, D.S. (2006). The generalizability of motivation filtering in improving test score validity. *Educational Assessment*, 11(1), 65-83.
- Wise, V.L., Spiegel, A.N., & Bruning, R.H. (1999). Using teacher reflective practice to evaluate professional development in mathematics and science. *Journal of Teacher Education*, 50, 42-49.
- Plake, B.S., Impara, J.C., & Wise, V.L. (1997). Development and validation of professional development resource materials for teachers covering communicating and interpreting assessment results. *Educational Measurement: Issues and Practice*, 16(2), 19-24.
- Wise, S.L., Roos, L.R., Leland (Wise), V., Oats, R.G., & McCrann, T.O. (1996). The development and validation of a scale measuring desire for control on examinations. *Educational and Psychological Measurement*, 56, 710-718.
- Unpublished Educational Research***
- Wise, V.L. (2004). *The effects of the promise of test feedback on examinee performance and motivation under low-stakes testing conditions*. Unpublished doctoral dissertation, University of Nebraska, Lincoln.
- Haley, K., Demars, C., Wise, V., Thelk, A., & RiCharde, R. (2003, April). *Automated essay scoring: A real-life validation study*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Wise, V.L. (2001). *Assessing the accountability call: The implementation of a new Psy.D. program*. (Fipse Grant Rep. No. P116B981568). Harrisonburg, VA: James Madison University, Center for Assessment and Research Studies.
- Bruning, R.H., Horn, C.A., Shell, D.F., Reisetter, M., Kauffman, D., Lehman, S., Sydik, J., Udell, W., & Wise, V.L. (1999). *CLASS project research report no. 2. Course feature analysis: Technical feasibility*. Lincoln, NE: University of Nebraska Center for Instructional Innovation Evaluation Team.
- Bruning, R.H., Horn, C.A., Shell, D.F., Reisetter, M., Kauffman, D., Lehman, S., Sydik, J., Udell, W., & Wise, V.L. (1998). *CLASS project research report no. 1. On-line data gathering and aggregation: Development of sampling methods*. Lincoln, NE: University of Nebraska Center for Instructional Innovation Evaluation Team.
- Wise, V.L. (1997, May). *Evaluation of how committees function in Millard Public Schools*. Millard, NE: Millard Public Schools, Department of Planning and Evaluation.

Wise, V.L. & Spiegel, A. (1996, October). *Evaluation of participant experience in NMSI PEERS Academy 1999*. Lincoln, NE: Nebraska Math and Science Initiative.

Stephenson (Wise), V.L. (1994). *The effects of kindergarten scheduling: A meta-analysis*. Unpublished master's thesis, University of Nebraska, Lincoln, NE.

Crawford, J.W., Harding, D. & Stephenson (Wise), V.L. (1993). *Multicultural education in the Midwest: The issue of state mandates vs. local control*. Paper presented at the annual meeting of the International Society for Educational Planning, Niagara Falls, NY.

University Teaching and Training Conducted

2017-current	Course development for new online assessment modules The online courses are being developed for distribution through the American College Personnel Association (ACPA)
2017	Course development for new online program Applying and Leading Assessment in Student Affairs The course is a partnership with the Student Affairs Assessment Leaders (SAAL), Colorado State University (CSU) Online, and the CSU Student Affairs in Higher Education master's program. http://studentaffairsassessment.org/opencourse
2016-current	ELP 523 Assessing Adult Learning Graduate-level course Postsecondary Adult & Continuing Education (PACE) Educational Leadership and Policy Department Graduate School of Education (GSE), Portland State University
2015-current	Guest lecturer ELP 525 Introduction to Student Services in Higher Education
2015-current	Assessment trainings in academic affairs Office of Academic Innovation, Portland State University
2010-2015	Assessment trainings in student affairs Division of Student Affairs, Portland State University
2004	Qualitative Research Methods Graduate-level course Department of Psychology, James Madison University

External Presentations/Workshops

2017, October	<i>Scaling up university and program-level assessment meaningfully</i> IUPUI Assessment Institute, Indianapolis
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- 2017, June *Storytelling to close the assessment loop and expand reporting*
NASPA Assessment & Persistence Conference, Orlando
- 2016, June *Student affairs programs are our classrooms: Let's think like teachers for more effective student learning*
NASPA Assessment & Persistence Conference, Portland
- 2015, September *Assessing sustainability in student affairs*
Wise, V.L., Spalding, H., Burgoyne, D., and Bailey, I.
Oregon Assessment Conference in Student Affairs, Oregon State University
- 2015, March *Scholarship in student affairs: Senior leaders speak*
Wise, V.L. and Hatfield, L.J.
ACPA Conference, Tampa, FL
- 2014, June *Assessment boot camp 3: Division-wise assessment*
Wise, V.L.
Gonzaga University, Spokane, Washington
- 2014, October *Designing and assessing learning outcomes in co-curricular sustainability programs*
Spalding, H., Williams, D., and Wise, V.L.
AASHE Conference 2014, Portland, OR
- 2014, September *Building a culture of inquiry: Analysis & interpretation*
Wise, V.L.
Oregon Assessment Conference, University of Oregon, OR
- 2014, June *Getting out of our silos: Raising assessment to the division level*
Featured Speaker: Wise, V.L.
The Ohio State University Assessment Conference
- 2013, October *Creating leadership for sustainability in student affairs*
Spalding, H., Swiman, E., Ramirez, J., Smith, M.S., Abraham, D., and Wise, V.L.
AASHE Pre-Conference Workshop 2013, Nashville, TN
- 2013, August *Moving beyond surveys*
Wise, V.L. and Barham, M.A.
Webinar for Student Affairs Assessment Leaders (SAAL)
- 2013, June *Three presentations: (1) Divisional assessment planning and coordination; (2) Aligning goals and outcomes across the division; (3) Survey design*
Wise, V.L.
ACPA Assessment Institute, Portland, Oregon
- 2013, February *Creating leadership for sustainability in student affairs*
Spalding, H., Wise, V.L., and Accetta, A.

Oregon Higher Education Sustainability Conference, Portland, Oregon

- 2012, February *Panel presentation: Building assessment capacity*
Booth, M., Carpenter, R., Ostrogorsky, T., and Wise, V.L.
Oregon Program Evaluators Network Conference, Portland, Oregon
- 2012, February *Creating a culture of doing, using, and sharing assessment*
Wise, V.L., Shattuck, A., and Hatfield, L.
Student Success Conference, Portland, Oregon
- 2012, June *CAS, SAGS, and FALDOS: What they mean for assessment practice.*
Wise, V.L. and Barham, M.A.
NASPA Assessment and Persistence Conference, Tampa, Florida
- 2012, June *Creating a culture of doing, using, and sharing assessment*
Wise, V.L., Barham, M.A, and Hatfield, L.
NASPA Assessment and Persistence Conference, Tampa, Florida
- 2010, June *The importance of blueprints for solid assessment*
Invited speaker: Wise, V.L.
TK20 User Conference, Austin, TX

Private Consultation

- 2008 – Current **Wise Assessment Consulting**
My specialty is working with academic leadership and staff to put into place the components necessary for building a culture of assessment. I provide training, guidance, and leadership in all phases of the assessment process, including developing assessments, analyzing and interpreting results, and visual/interpretative reporting of findings.
- 2006-2008 **Evaluation Consultant**
21st Century Community Learning Centers (21st CCLC), Harrisonburg, VA
Served as an evaluation consultant on a U.S. Department of Education 21st CCLC grant, a program established by Congress as Title X, Part I, of the Elementary and Secondary Education Act (ESEA). This involved assisting with instrument development, research design, statistical analyses, and interpretation of statistical results.
- 2002 **Survey Research Consultant**
Virginia Center for Health Outreach, Harrisonburg, VA
Served as a statistical consultant for a statewide community health advisor and worker study. This involved assisting with instrument development, research design, statistical analyses, and interpretation of statistical results.
- 1997 **Evaluation Consultant**
Project Star, San Mateo, CA

In the role of evaluation coach, I worked with program sites teaching personnel to develop program objectives and instrumentation to measure program goals.

1996-1997

Evaluation Consultant

Millard Public Schools, Omaha, NE

Conducted an evaluation of how committees function in the district. This included survey development, data analysis, and report writing.

1996

Evaluation Consultant

Regents College - The University of the State of NY

Conducted a meta-evaluation of the evaluation methodology used in the Nation of Lifelong Learners study.