



MELANIE BOOTH, ED.D
HIGHER EDUCATION ASSESSMENT CONSULTING

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MY EXPERIENCE

I assist higher educational academic and co-curricular programs in assessing what matters.

I am the Dean of Learning & Assessment at [Marylhurst University](http://MarylhurstUniversity.edu), where I lead a team of assessment professionals in our [Assessment Program](#) to support my university's need to ensure that our academic and co-curricular programs use meaningful and valid assessment methods and measures to "close the loop" with programmatic improvements. Our work in the Assessment Program focuses on "edu-serving" our colleague-clients in our university, which includes all academic and co-curricular programs. As "edu-servers" we consult with each academic and co-curricular department to provide learning opportunities and support as they plan for and enact their assessment work. The three overarching goals of the Assessment Program may be highly relevant to your institution's needs as well:

1. To foster culture and capacity
2. To build and sustain systems
3. To provide services and support

External to my position at Marylhurst, I have engaged in several assessment-related consulting projects, including:

- ◆ The Washington Center – to support learning outcomes assessment projects.
- ◆ American Council of Education – to review the curriculum for an experiential learning program.
- ◆ Oregon Institute of Technology – to support Prior Learning Assessment program and policy revision.
- ◆ Valdosta State University – to develop a Prior Learning Assessment program.
- ◆ The Art Institute of Portland – to provide faculty development.

I am also a regional accreditation evaluator for my university's regional accrediting body, the Northwest Commission on Colleges and Universities (NWCCU) and for the Western Association of Schools and Colleges (WASC) region.

In addition to my Doctorate in Education (emphasis in Higher Education Systems and research focus on adult learning), I have participated in the [Western Association of Schools and Colleges Assessment Leadership Academy](#). For me, the Academy has more than met its intended purpose: to "prepare campus professionals to provide leadership in the form of workshops, consultation, and guidance, and to support the scholarship of assessment at their institution, as well as other institutions."



MY APPROACH

I help ensure meaningful, relevant, and sustainable assessment processes.

These three terms – meaningful, relevant, and sustainable – collectively represent one of the most effective ways to think about the challenging but potentially engaging work of assessment in higher education. By clearly defining what is meaningful to your institution, your program, and your stakeholders, what data is relevant (and why), and what systems and processes are in place or can be developed and sustained, you can ensure that a “roadmap” for assessment meets all needs – internal and external. Accordingly, you may wish to consider the different “levels” of assessment, originating at the student level and moving up to the organizational level. In this scheme, some inquiry areas might emerge, such as:

- What does an individual student gain from a specific program or experience? (student-level)
- What learning or results occur for students as a result of our program? (program-level)
- Collectively, what do these findings reveal about student learning and program effectiveness, and how might we use this information to make changes or improvements in our systems or services? (organizational-level)

These may not be your program’s assessment questions per se, but beginning with what truly *matters* to your program and organization will prevent the use or creation of assessment strategies or instruments that ultimately do not tell you much and thus are not actionable. Ideally assessment will result in something your program and organization can act upon.

FEE OPTIONS

I work with my clients to determine, together, a reasonable fee structure given the project goals and needs. Options include:

- 1) Whole Project Flat Fee** - Agree on detailed scope of work for the entire project including expectations, processes, and specific deliverables. Flat fee to be paid in installments over the length of the contract.
- 2) Fee per Project Phase** - Agree on the detailed scope of work for of each phase of the project including expectations, processes, and specific deliverables. I cost-out the work and propose a single fee for each phase; unless there is a change in scope during the project (at which point we re-negotiate the fee), all work to produce the deliverables within each phase is covered by the single fee.
- 3) Hourly Fee** - Agree on the specific scope of the project including expectations, processes, and specific deliverables; I provide a detailed work report and invoice the organization monthly.

WORK SAMPLES & REFERENCES

I am happy to share work samples and references upon request.