A green light to greatness.® UNT®

Department of Counseling & Higher Education
EDHE 6660.001 Seminar in College Student Personnel Work – Assessment in Student Affairs
COURSE SYLLABUS

Spring 2015 • MGV-B 131 • Monday, 4:00 pm – 6:50 pm

Instructor: Uyen Tran-Parsons, Ph.D.
Cell: 940-597-8997 (use 1st)
Office: 940-565-4873
Uyen.Tran@unt.edu

Office hours: MW, 12-3 pm
By appointment preferred

Office location: MGV-B 121

Course Description

Credits: 3 hours Prerequisites: Permission from department

The purpose of the seminar is to provide the student the opportunity to examine the role of assessment in student affairs and develop the skills necessary to create and conduct effective programs.

Learning Outcomes

At the end of this course, students will be able to…

1. Define assessment as differentiated from "evaluation" and "research;"
2. Identify key players and stakeholders needed in the planning and organizing assessment efforts at the unit and institutional levels;
3. Identify resources required for effective implementation of quantitative, qualitative, and mixed-methods assessment approaches;
4. Develop an assessment plan in a student affairs area;
5. Develop writing and presentation skills appropriate to graduate study and professional practice.

In addition, students will be expected to demonstrate synthesis and integration of the various concepts and ideas presented in the course through written and oral assignments.

Required text (available on reserve in Willis Library)

Bresciani, M.J., Gardner, M.M., & Hickmott, J. (2010). *Demonstrating student success: A practical guide to outcomes-based assessment of learning and development in student affairs*. Sterling, VA: Stylus Publishing, LLC.

Recommended text (available on reserve in Willis Library)

Schuh, J.H. & Associates. (2009). *Assessment methods for student affairs*. San Francisco: Jossey-Bass Publishers.

Supplemental readings

a. ASK Standards (http://www.myacpa.org/files/acpa-ask-brochurepdf)
b. Student Affairs Assessment Websites (https://www.naspa.org/constituent-groups/kcs/assessment-evaluation-and-research/resources)
c. Student Learning Imperative (http://www.acpa.nche.edu/student-learning-imperative-implications-student-affairs)

Academic Integrity and Academic Dishonesty

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of "F" in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: http://vpaa.unt.edu/academic-integrity.htm.

Any act of academic dishonesty will have direct impact on the grade for the assignment, the course or both. Additionally, the incident will be reported to the Dean of Students for further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to:

a. use of any unauthorized assistance in taking quizzes, tests, or examinations;
b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university;
d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or
e. any other act designed to give a student an unfair advantage.

The term "plagiarism" includes, but is not limited to:

a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and
b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

All papers written for this class should use APA (6th edition) citation for sources and references. Students are expected to be aware of plagiarism and refrain from this practice. Consult the UNT graduate catalog for additional information.

Tips for success in this course

1. Consistent attendance is vital to success in this class. Be on time and ready to contribute at the start of class. If you miss, arrange to get the material from a classmate. Compensatory assignments will be required and must be completed no later than one week after an absence.
2. Complete the readings before each class. Discussions will be much more interesting (and more learning will happen) if everyone prepares for class and comes ready to engage.
3. Speak your mind. The course will proceed as a seminar, a style that depends on discussion and the exchange of informed opinion to create new understanding. Let's work together to establish an environment where we all feel comfortable being candid about the topics and material we are covering.
4. Disagree without being disagreeable. If there are differences of opinion, lets explore them together in a framework of mutual respect, observing rules of common courtesy.
5. Take an occasional risk. The modern American educational system seems to reward convention and conformity. Feel free to take an informed risk with an opinion, a conceptual framework, or an idea you want to pursue.
6. Be a team player! There will be a large amount of group work in this course. Be respectful of your team members by meeting deadlines and assisting others after completing your own work.

Course Breakdown

Participation	20 points
Reviews	60 points
Examination	50 points
Group Project	170 points
TOTAL	300 points

Grading Scale

A – 269 and up
B – 239 to 268
C – 267 to 209
F – 208 and below

Course Assignments

1. Reviews – Please prepare a review (written and oral) of a journal article or Assessment Essential (see "Review Prompts") related to one of the week's topics. You must complete a review for four of the Assessment Essentials and two journal articles. The written portion of the review should be no longer than four pages. Your review should summarize the article and relate it to points made in readings and/or class discussions from the text(s) for the week.

   Be prepared to make a 5-7 minute presentation summarizing your review on the assigned day. We will spend approximately one hour each due date on these reviews. Articles and Essentials may only be reviewed once so communicate with each other to avoid an embarrassing duplication. Each review is worth 10 points.

   Group A (individuals with last names A-H) will present on: **2/2, 2/23, and 4/6**
   Group B (individuals with last names J-S) will present on: **2/9, 3/9, and 4/13**

2. Examination – We will have an online examination assessing knowledge of assessment basics – rationale, concepts, terms, process steps, resources, and future trends. The examination will be timed and administered through Blackboard. Please set aside at least one hour with no interruptions to complete the exam. **Exams must be completed by March 30 at 10 pm.**

3. Assessment group project – The project includes the development and implementation of an assessment project in collaboration with a department at UNT. In groups of three to four people, you will act as consultants and designers for one of four current projects/initiatives on campus.

   The deliverables for the assignment are a project report of approximately 10-pages (exclusive of references and title page) and a 20-25 minute group presentation outlining the project particulars and outcomes. The project report should include a literature review on the assessed topic, copy of the assessment tool, a narrative describing the assessment process, and findings (if applicable). A copy of the project report should be submitted to the instructor and to the departmental point person overseeing the assessment. More details will be provided in class.

   Group presentations will be on Monday, April 27, 2015. Final papers are due Monday, May 4 at 10 am.

   Grade Breakdown:

a. Group Presentation	65 points
b. Project Report	65 points
c. Required Check-in Meetings	40 points (6 total meetings)
TOTAL	170 points

4. Participation – Because of our small class size, it is vitally important that you attend every week. We will spend much of our time discussing the readings. This enables you to hear differing opinions from your own and actively participate in your education. Students will be evaluated on quantity and quality of participation in class discussion.

COURSE SCHEDULE ***All dates subject to change**

Date	Topic	Readings	Due
1/26	Getting started; setting the professional context	Introductions Student Learning Imperative ASK Standards Sign up for Group Project	
2/2	Why assessment? Accountability and Improvement	Bresciani – CH 1-2	Review 1; Group A reports
2/9	Planning and implementing, Writing Measureable and Meaningful Outcomes	Bresciani – CH 3 ***Each group must have made contact with department point person for introductions and expectations by 2/9.***	Review 2; Group B reports
2/16		Bresciani – CH 4, Schuh CH 3-4 ***Each group must meet with Dr. Tran-Parsons this week***	
2/23	Instrumentation, Ethics	Schuh CH 5, 8	Review 3; Group A reports
3/2	Distributing Results	Bresciani – CH 5, Schuh – CH 7 ***Each group must meet with Dr. Tran-Parsons this week***	Lit. review for group project
3/9	Implementation	Bresciani – CH 6	Review 4; Group B reports
3/16	Spring Break	**No class meeting**	
3/23	Departmental Meetings	***Each group must meet with department point person to discuss progress.***	
3/30		***Group Work Day***	Exam Online **due by 10 pm**
4/6	Barriers to Effective Assessment	Bresciani – CH 7-8 ***Each group must meet with Dr. Tran-Parsons this week***	Review 5; Group A reports
4/13	Collaboration	Bresciani – CH 9	Review 6; Group B reports
4/20	Future trends	Bresciani – CH 10-11, Schuh CH 10	Finalize Presentation
4/27	Group Presentations		
5/4		Final papers due by 4 pm ***Each group must meet with department point person to conclude project.***	

Review Prompts – Assessment Essentials

Instrument review
Choose an existing commercial instrument (any questionnaire, interview or focus group protocol that has been used to collect data in the past five years). Schuh CH 5 and Appendix 3 provide some great examples. Obtain a full copy of the actual instrument. This may require you to contact the author or company that owns the instrument, so plan ahead.

- Describe and evaluate the instrument. What is it intended to measure? What data does it collect? How are its results meant to be interpreted? In what context has it been used? In your professional opinion, is the instrument valid and reliable? How do you know?
- Discuss the application of this instrument in an assessment context. How could it best be used? In what functional area would it be most useful? If you were the director of that functional area, how would you use the data collected through this instrument?

External Data Warehouse review
Many higher education institutions are required to submit data to national, state, and regional warehouses (IPEDS, College Portrait, Texas Higher Education Coordinating Board, etc.). Choose one of these warehouses to review (Schuh CH 2 includes reference to several options).

In what ways could you use the information contained in the warehouse? Who is the intended audience? How recent is the data contained in the warehouse? What questions could you answer with this data warehouse? Comment on how the information is presented. Was it easy to find what you were looking for? What other types of information would you recommend be included in the warehouse?

Professional Organization review
In recent years, many professional organizations have begun to offer interest groups or commissions focused on assessment. In addition, a few professional organizations for those working specifically in assessment have emerged. Choose an assessment related organization. For whom is this organization intended? What value does this organization provide for its members? Describe some of the programming, services, resources, etc. offered by this organization. When in your professional career might you benefit from participating in this organization? How would you choose whether or not to join and actively participation (i.e., serve in a leadership position) in this organization?

Divisional Learning Outcome review
Choose an institution that you have NOT attended or worked for. Find that institution's Division of Student Affairs (or equivalent unit) mission, vision, goals, objects, learning outcomes, and strategic plan (not all institutions will have all of these). Provide a

critique of those documents. If you were the director of one of the units within the Division, how would these planning documents shape the type of programming and services your unit provides? Give specific examples.

CAS Standard review

Choose one of CAS functional area standards. Read through the entire Standards and Guidelines document. Choose three of the common criteria categories and address the following (using specific examples):

- Are the standards reasonable (i.e., can an average institution accomplish them)?
- If you were the director of the functional area, what steps would you take to determine whether or not your unit was compliant with the standards and guidelines? How would you use your findings?

Succeed at UNT:

Show Up - Find Support - Take Control - Be Prepared - Get Involved - Be Persistent

Academic Integrity and Academic Dishonesty

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of "F" in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: http://vpaa.unt.edu/academic-integrity.htm.

All papers written for this class should use APA (6th edition) citation for sources and references. Students are expected to be aware of plagiarism (using another person's ideas or writings as one's own) and refrain from this practice. Also, no work is to be submitted that has been used in another class without obtaining written content from the previous instructor. Any act of academic dishonesty will have direct impact on the grade for the assignment, the course or both. Consult the UNT graduate catalog for additional information.

EagleConnect

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit https://eagleconnect.unt.edu. This is the main electronic contact for all course-related information and/or material.

Observation of Religious Holy Days

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

SETE

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. Faculty members are very interested in the feedback they receive from students, as they work continually to improve their teaching. The SETE is an important part of your participation in this class.

Disability Accommodation

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

Student Behavior in the Classroom

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, and field trips. The Code of Student Conduct can be found at: www.unt.edu/csrr.