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

Spring 2016 • Wooten Hall 218 • Thursdays, 4:00 pm – 6:50 pm

Instructor: Uyen Tran-Parsons, Ph.D. • Office hours: T/Th, 12 – 3 pm
Cell: 940-597-8997 (use 1st) • By appointment preferred
Office: 940-565-4873
Uyen.Tran@unt.edu • Office location: Sycamore 289B

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)
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Supplemental readings
a. ASK Standards (available on Blackboard and acpa.nche.edu)
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)

Class Participation and Policies
Consistent attendance is vital to success in this class. Be on time and ready to contribute at the start of class. Please notify the instructor at least 24 hours prior to the class of any absences that are unavoidable. Each class meeting counts for 10 participation points, and when absent, results in a deduction in your final grade. Leaving early without discussing with me prior to the start of class will also result in a reduction of your participation points for the day.

If you miss class, arrange to get the material from a classmate. Compensatory assignments are recommended (but not required) and must be completed no later than one week after an absence. If you must miss more than two classes this semester, it is recommended that you enroll during a later semester.

In the event of a severe weather day or similar disruption, please look for instructions on how to proceed with class on Blackboard. Class will not be cancelled due to severe weather unless there is an official announcement from the university to do so. If the university plans to close or re-open during a regularly scheduled class, we will not meet at all.

Cell phones, Laptops, and Other Devices
The use of laptops in class is permitted and encouraged except during peer presentations. However, it is important to recognize your own limitations. If the impulse to check e-mail, Facebook, Pinterest, or any other of your favorite websites is too much for you, please do not use a laptop. If you are found engaging in activities not related to class, you will be asked to leave class and your participation grade for that day will result in a zero.

The ringer on your cell phone should be turned off during class. We all have important obligations outside of school, so please speak with the instructor before class if you personally or professionally need to be on-call.

The use of cell phone cameras is prohibited in the classroom. Please write down any information you would like to remember for later as opposed to taking a picture of it with your phone.
Lastly, recording devices are prohibited in the classroom unless needed as part of an accommodation. Please do not share any recordings obtained for an accommodation.

A personal note on communication
My office hours are Tuesdays and Thursdays from 12 – 3 pm. However, I am on campus most days. If you would like to meet outside of office hours, do not hesitate to ask. Email is the best way to contact me, followed by my cell phone, then office number. Text messages are welcome, but please refrain from texting me after 11 pm.

I strive to respond to all emails within a 24-hour period unless I am traveling for conferences. If I have not responded to your email within this time period, feel free to contact me again. I expect that prior to contacting me you will do your due diligence in researching the answer to your question by consulting the syllabus, consulting Blackboard, or consulting other classmates.

It is strongly recommended that you visit with me during office hours at least once this semester to discuss your progress in the course. Connecting with faculty builds your professional network. Discussing your work progresses your path to becoming a contributing scholar and practitioner. One-on-one time allows us to address challenges early on. I can help you obtain the grade you desire if you talk to me ahead of time.

Course Assignments
1. Reviews (60 points total; 6 papers x 10 points each)
   Write a review 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 a minimum of 2 pages and maximum of 4 pages. Your review should summarize the article or assessment tool and relate it to points made in the readings.

Presentation of Reviews (15 points total; 2 presentations x 7.5 points each)
Be prepared to make a 7-10 minute presentation summarizing your review on the assigned day. We will spend approximately 1 hour each due date on these reviews. Articles and Assessment Essentials may only be reviewed once so communicate with each other to avoid an embarrassing duplication. Each presentation is worth 7.5 points.

   Group A (individuals with last names A-F) will present on: 1/28 and 2/25
   Group B (individuals with last names H-O) will present on: 2/4 and 3/24
   Group C (individuals with last names P-Z) will present on: 2/11 and 4/7

2. Examination (50 points)
   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 10 at 10 pm.**

3. Assessment Project (175 points)
   Working with a partner, the project includes the development of an assessment project in a Student Affairs area in collaboration with a Student Affairs practitioner. The deliverables for the assignment are a project report of approximately 15-20 pages (exclusive of references and title page) and a 20-25 minute presentation outlining the project particulars and outcomes.

   The final report should include a description of the institution and department, literature review of the student population or topic, expected learning outcomes for the assessment, copy of the assessment tool, and a narrative describing the assessment process. More details will be provided in class.

   - Project proposals are due **February 11, 2016**. Minimum 1 page. Submit the proposal via Turnitin.
   - Progress meeting with instructor between **March 21 and April 1, 2016**. Each pair is responsible for scheduling a meeting with the instructor to discuss the progress of the final project.
   - Completion of 2 peer evaluations on **March 31 and May 5, 2016**. The first peer evaluation will ask about your experience completing the project proposal and literature review. The second peer evaluation will focus on your experience creating the assessment tool, presentation, and final report.
   - Literature Review over the student population or program will be due **March 31, 2016**. Review should be a minimum of 5 pages in length and utilize at least 10 scholarly sources that detail the issues and challenges particular to the student population or program.
   - In-class presentations will be on **May 5, 2016**. Method of presenting can be a PowerPoint (or similar) presentation.
   - Final projects reports are due **May 5, 2016 @ 10 pm**. Submit via Blackboard.

   **Grade Breakdown:**
   a. Project proposal 15 points
   b. Meeting w/ Instructor 15 points
   c. Peer Evaluations (2) 10 points
   d. Literature Review 25 points
   e. Presentation 50 points
   f. Final Project Report 60 points
   TOTAL 175 points

4. Participation (100 points)
   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. It is
expected that each of you will participate in each and every class discussion. Students will be evaluated on quantity and quality of participation in class discussion and during peer presentations. Please 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.

I challenge each of you to move outside of your comfort zone during this course. If you are comfortable speaking up in class, make sure you are allowing others the space to speak. Find ways that you can help others engage with the material through analysis and thoughtful questioning. If you are reluctant to speak in class, think about what is holding you back and push through the discomfort to find your voice. Lastly, listening is just as important as speaking as both are important for dialogue.

<table>
<thead>
<tr>
<th>Course Breakdown</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Participation</td>
<td>100 points</td>
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<tr>
<td>Reviews (written)</td>
<td>60 points</td>
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<tr>
<td>Reviews (presentations)</td>
<td>15 points</td>
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<tr>
<td>Examination</td>
<td>50 points</td>
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<tr>
<td>Assessment Project</td>
<td>175 points</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>400 points</td>
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A – 360 and up
B – 320 to 359
C – 280 to 319
F – 279 and below
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Due</th>
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<tbody>
<tr>
<td>1/21</td>
<td>Getting started; Setting the professional context Why assessment?</td>
<td>Introductions Student Learning Imperative ASK Standards Bresciani – CH 1-2</td>
<td>- Review 1: Divisional Learning Outcomes - Group A reports</td>
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<td>1/28</td>
<td>Writing Measureable and Meaningful Outcomes</td>
<td>Bresciani – CH 3</td>
<td>- Review 2: External Data Warehouse Review - Group B reports</td>
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<td>2/4</td>
<td>Data Collection, Ethics</td>
<td>Schuh CH 3-4, 8</td>
<td>- Review 3: Instrument Review - Group C reports - Project Proposal</td>
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<td>2/11</td>
<td>Instrumentation</td>
<td>Bresciani – CH 4 Schuh CH 5</td>
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<td>2/18</td>
<td>Communicating Your Professional Experience</td>
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<td>- Bring your resume to class</td>
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<td>2/25</td>
<td>Distributing Results</td>
<td>Bresciani – CH 5 Schuh – CH 7</td>
<td>- Review 4: Journal Article - Group A reports</td>
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<td>3/3</td>
<td>ACPA No class meeting</td>
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<td>3/10</td>
<td>Research Day &amp; Midterm Exam</td>
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<td>Exam Online due by 10 pm</td>
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<td>3/17</td>
<td>Spring Break No class meeting</td>
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<td>- Schedule mtg. w/ Dr. Uyen</td>
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<td>3/24</td>
<td>Implementation</td>
<td>Bresciani – CH 6</td>
<td>- Review 5: You Choose - Group B reports</td>
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<td>3/31</td>
<td>Institutional Fit and the Student Affairs Job Search</td>
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<td>- Peer evaluation #1 due Literature Review due. Submit via Turnitin</td>
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<td>4/7</td>
<td>Barriers to Effective Assessment</td>
<td>Bresciani – CH 7-8</td>
<td>- Review 6: Professional Organization - Group C reports</td>
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<tr>
<td>4/14</td>
<td>Collaboration</td>
<td>Bresciani – CH 9</td>
<td></td>
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<tr>
<td>4/21</td>
<td>Future trends</td>
<td>Bresciani – CH 10-11, Schuh CH 10</td>
<td>-Submit updated resume for bonus points</td>
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<td>4/28</td>
<td>Catch-up day</td>
<td></td>
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<tr>
<td>5/5</td>
<td>Presentations</td>
<td></td>
<td>- Final papers &amp; peer evaluation #2 due by 10pm via BB</td>
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Review Prompts – Assessment Essentials

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? How would you ensure everyone in the division understood each item? Give specific examples.

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?

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 the 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?

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 participate (i.e., serve in a leadership position) in this organization?

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?

Conference Workshop/Presentation on Assessment review
Attend a presentation at NASPA, ACPA, or any other professional conference about a completed assessment project. Write a report providing details about the project, summarize what you learned, describe how it connects to information covered in class, and explain how the information could be used in the future for your professional self.

Appreciations
This syllabus was adapted from the work of Dr. Dale Tampke and Dr. Jennifer Hodges.
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.

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.

**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](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 the instructor as soon as possible.

**SPOT**

Completion of an online students’ perceptions of teaching 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. I am very interested in the feedback I get from students, as I work continually to improve my teaching. I consider your completion of this online survey to be 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.