EDHE 6660 Seminar: Assessment in Student Affairs
College of Education - Higher Education Program - Spring 2019
Language Building 223 - Mondays, 4-6:50 PM

About the Instructor:
Uyen Tran-Parsons, Ph.D.
940-597-8997 (cell - try 1st)
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Uyen.Tran@unt.edu
Office Location: Matthews Hall 214
Office Hours: WTh, 12 - 3PM

About the Co-Instructor:
Nick Tapia-Fuselier, M.Ed.
Nicholas.Fuselier@unt.edu
Office Location: Matthews Hall 214
Office Hours: By appointment

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
**Recommended text** (but not required!)

**Supplemental readings**

a. ASK Standards  

b. Student Affairs Assessment Websites  
   [https://www.naspa.org/constituent-groups/kcs/assessment-evaluation-and-research/resources](https://www.naspa.org/constituent-groups/kcs/assessment-evaluation-and-research/resources)

c. Student Learning Imperative  

**Course Policies**

**Class Participation**
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 prior to class of any absences that are unavoidable. Leaving early without discussing it with the instructor will count as an absence. If you miss class, arrange to get the material from a classmate. There are no make-up assignments for this course.

In the event of a severe weather day or similar disruption, please look for instructions on how to proceed with class on Canvas. 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, social media sites, 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 Wednesdays and Thursdays from 12 – 3 pm. 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 10 pm.

I strive to respond to all emails within a 24-hour period. 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 Canvas, 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.

Late Assignments
Please see the course schedule for the names and due date for every assignment. Each week an assignment is past due, a full letter grade will be deducted. An assignment that is one week past due will receive a grade no higher than a ‘B’, two weeks past due will receive no higher than a ‘C’, and so on. Assignments past due more than three weeks will not be accepted. Late submissions of the final paper will not be accepted; students will receive an automatic grade of zero on the assignment.

Incomplete
Beginning Fall 2018, students who wish to receive a grade of “incomplete” for the course must work with the instructor to submit the appropriate paperwork to the Registrar’s Office when 75% of the semester is over. Students must be passing the class in order to be eligible for an incomplete.
HOW YOU WILL DEMONSTRATE LEARNING

Participation (60 points)
It is vitally important that you attend class 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. 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. There are no make-up assignment options for missed classes.

We 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.

Purpose of Assessment (25 points)
It is widely understood that student affairs and higher education professionals value assessment for a variety of reasons. Whether the direction comes from the state government, accreditation agencies, or institutional administrators, student affairs and higher education professionals are expected to understand the ins and outs of assessment practices. But why?

As an introduction to this course, please spend time reflecting on the purpose of assessment in student affairs and higher education. Why do we need it? Who is responsible for doing it? What are your impressions of best assessment practices? What are your experiences with assessment? Where are your areas for growth related to assessment?

Write a reflection that is no longer than 4 pages, double-spaced, 1” margins and submit via Canvas.

Reviews (30 points total; 3 papers x 10 points each)
Length: 2-4 pages, double-spaced, 1” margins
Write a review of an “Assessment Essential” (see p. 6) related to one of the week’s topics. Your review should summarize your findings and relate it to points made in the readings.

Assessment Project (235 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 project has been divided into several small assignments across the span of twelve weeks.

1. Institutional Profile (20 points) - Create a 1-2 page infographic highlighting the characteristics of the institution and department that you have been assigned. Submit online to Canvas.
2. **Meeting with Student Affairs Professional** (20 points) - Schedule a phone or online meeting with the student affairs that you will be partnering with throughout the semester. You will learn about their assessment needs during this meeting. Listen well and gather enough information to begin the project.

3. **Project proposals** (30 points)- In 1-2 pages, explain the goals of the assessment and propose a plan of action to meet those goals. Submit the proposal to Canvas. Please wait and review instructor feedback on the proposal before continuing to move forward.

4. **Progress meeting with instructor** (20 points) - Each group is responsible for scheduling a meeting with one of the instructors to discuss the progress of the final project. At this meeting, be prepared to provide a progress update including a discussion on any challenges that you may be encountering.

5. **Draft Literature Review** (30 points): Submit a five page review of the student population or program related to your project. Include a minimum of 8 scholarly sources (6 sources must be from the past 5 years) that detail the issues and challenges particular to the student population or program.

6. **Draft Instrument** (30 points): Submit a draft of the assessment instrument you have created to Canvas.

7. **In-class presentations** (40 points)- Each group will discuss what they learned about assessment as well as what they learned about themselves through the assessment project. More information will be provided in class.

8. **Final report** (35 points)- The final report will consist of the various materials created throughout the semester such as the institutional profile, literature review, and assessment tool. Incorporation of instructor feedback and edits should be included in the final report. More information will be provided in class.

9. **Group evaluation** (15 points): Each group member will complete an online survey detailing their individual project experience. Survey link will be available through Canvas.

10. **Follow up with Student Affairs professional** (10 points): Send the final report to your student affairs professional you have partnered with throughout the semester.

**Purpose of Assessment Revisited** (35 points)
We began the course with a reflection on the role of assessment in student affairs in higher education. We asked questions like: Why do we need it? Who is responsible for doing it? What are your impressions of best assessment practices? What are your experiences with assessment? Where are your areas for growth related to assessment?

As we near the end of this course, please engage in this reflection again. Start by revisiting your earlier reflection. What thoughts or opinions have changed? Where have you grown? Knowing what you know now, what is the purpose of assessment in student affairs and higher education?

Write a reflection that is no longer than 4 pages, double-spaced, 1” margins and submit via Canvas.
Grades

*The goal of this course is 400 points.*

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<tr>
<th>Category</th>
<th>Points</th>
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<tr>
<td>Participation</td>
<td>60</td>
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<td>Purpose of Assessment</td>
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<td>Reviews (10 points each)</td>
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<td>Purpose of Assessment - Revisited</td>
<td>35</td>
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<td>Assessment Project (250 total points)</td>
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<td>Institutional Profile</td>
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<td>Meeting w/ SAPro</td>
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<td>Instructor Meeting</td>
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<td>Draft Literature Review</td>
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<td>Draft Instrument</td>
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<td>In-class Presentation</td>
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<td>Final Report</td>
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<td>Group Evaluation</td>
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<td>Follow Up w/ SAPro</td>
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<td><strong>TOTAL</strong></td>
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**Grading Scale**

- A = >360
- B = 320 to 259
- C = 280 to 319
- <279 see instructor
Review 1: Strategic Plans
Choose an institution other than UNT. Find that institution’s Division of Student Affairs (or equivalent unit) strategic plan (not all institutions will have all of these). Provide a critique of the strategic plan. If you were the director of one of the units within the Division, how would the strategic plan shape the type of programming and services your unit provides? How would you ensure everyone in the division understood each item? Give specific examples.

Review 2: External Data Warehouse
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?

Review 3: Instruments
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?
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Due by start of class</th>
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<tbody>
<tr>
<td>1/14</td>
<td>Introduction to the Course; Setting the professional context</td>
<td></td>
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<tr>
<td>1/21</td>
<td>No Class Meeting (MLK Day)</td>
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<tr>
<td>1/28</td>
<td>Assessment in Student Affairs *Please finish assignment before reading book chapters.</td>
<td>SAA, Ch 1-2</td>
<td>Purpose of Assessment</td>
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<td>2/4</td>
<td>The Assessment Process; Writing Measurable and Meaningful Outcomes</td>
<td>SAA, Ch. 3-4, 6</td>
<td>Review 1: Strategic Plan Review</td>
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<td>2/11</td>
<td>Types of Assessment, Data Collection</td>
<td>SAA, Ch. 5</td>
<td>Schedule meeting w/ SAPro for February; Institutional Profile</td>
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<tr>
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<td>Instrumentation</td>
<td>SAA, Ch. 8, 11, 12</td>
<td>Review 2: External Data Warehouse Review</td>
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<td>2/25</td>
<td>Distributing and Using Results</td>
<td>SAA, Ch. 13, 14</td>
<td>Review 3: Instrument Review</td>
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<tr>
<td>3/4</td>
<td>Research Day - Work w/ partner on literature review</td>
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<td>Project Proposal; Schedule meeting w/ instructor for March</td>
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<td>3/11</td>
<td><strong>No class meeting</strong></td>
<td><strong>Spring Break</strong></td>
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<tr>
<td>3/18</td>
<td>Qualitative Methods</td>
<td>SAA, Ch. 10</td>
<td>Draft Literature Review</td>
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<td>3/25</td>
<td>Barriers to Effective Assessment; Ethics; Politics</td>
<td>SAA, Ch. 15, 16</td>
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<tr>
<td>Date</td>
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<td>4/1</td>
<td>To be determined</td>
<td>Draft Instrument</td>
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<td>4/8</td>
<td>Developing a culture of assessment, Future trends</td>
<td>SAA, Ch. 17, 19</td>
<td>Purpose of Assessment Revisited</td>
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<td>4/15</td>
<td>Group Research Day</td>
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<td>4/22</td>
<td>Presentations</td>
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<td>4/29</td>
<td>Presentations</td>
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<td>5/6</td>
<td>Finals Week - No Class Meeting</td>
<td>Final Report</td>
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SYLLABUS ADDENDUM

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.

Acceptable Student Behavior
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 Dean of Students 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, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

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 Access (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.

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.

Emergency Notifications and Procedures
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Food & Shelter Insecurity
Any student who is experiencing difficulty affording groceries or accessing food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students Office located on the 4th floor of the Union, Suite 409 or by calling 940-565-2648. The UNT Food Pantry is available to all UNT students Operating hours are Monday - Thursday from 8 am - 7 pm; 8 am - 5 pm on Fridays in the Dean of Students office, University Union 409.

LGBTQIA Support
We can assist in connecting you with resources on campus to address challenges you may face pertaining to sexual orientation and/or gender identity that could impact your success at UNT. If comfortable, we are here to help and available to listen and support you in an affirming manner. Please note that the Pride Alliance is located in the University Union, Room 372; open Monday through Friday, 8 am - 5 pm. Their staff can be reached by calling 940-565-2589 or by emailing pridealliance@unt.edu.

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.

Respect for Diversity
The values of inclusion and respect for diversity are central to the work we do as educators. Similarly, the University of North Texas Non-Discrimination Policy emphasizes inclusiveness. Policy 16.006 states:

The University of North Texas does not unlawfully discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity or expression, age, disability, genetic information, or veteran status in its application and admission processes, educational programs and activities, university facilities, or employment policies, procedures, and processes. The University takes active measures to prevent such conduct and immediately investigates and takes remedial action when appropriate. The University also prohibits and takes actions to prevent retaliation against individuals
who report or file a charge of discrimination or harassment; participate in an investigation, or oppose any form of discrimination or harassment.

The policy further details procedures for reporting incidents of discrimination, harassment, or retaliation. Reports can be filed online with the Division of Institutional Equity and Diversity. You are encouraged to familiarize yourself with this policy.

In addition, class rosters and University data systems are provided to instructors with students’ legal names and gender identifications. Knowing that not all students use their legal names or sex/gender assigned at birth, I am happy to use the name and/or pronouns you use. If these change at any point during the semester, please let me know and we can develop a way to share this information with others in a way that is comfortable and safe for you.

Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students’ records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy.

Sexual Discrimination, Harassment, & Assault
UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. Esther Oppong is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

Student Perceptions of Teaching (SPOT)
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13 and 14 of the long semesters to provide students with an
opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at www.spot.unt.edu or email spot@unt.edu.