ADMPS 2056: Student Services Program Assessment

Term: Fall Session, 2016
Schedule: Tuesdays 4:30 PM – 7:10 PM, 5405 Posvar
Office Hours: Wednesdays or Thursday late afternoon/early evening in person or via skype. Use http://www.meetme.so/LindaDeAngelo to schedule during office hours. Email if appointment needed outside of posted hours on meetme.

Course Description

This course introduces the subject of assessment and program evaluation in colleges and universities. Issues related to assessment theory, assessment and evaluation models and methodologies, as well as the political and social contexts of assessment are explored. Students complete a hands-on assessment project from start to finish as a part of the course. Students need to have completed Student Development Theory or an equivalent course prior to enrolling in this course.

Course Learning Outcomes

Working in project-based teams, the assignments, exercises, readings and discussions in this course are designed to assist students in achieving the following learning outcomes:

1. Students will understand the place and importance of assessment in higher education
2. Students will develop an understanding of the assessment related issues, contexts, and processes in higher education, as well as an understanding about the different types of assessment that are conducted on college campuses
3. Students will develop the beginning skills and competencies necessary to plan and carry out an assessment projects in higher education
4. Students will increase their competency as it relates to working effectively and satisfyingly in teams to produce quality work
**Requirements:**

1. Class Participation (20%)
2. Assessment Presentation (20%)
3. Assessment Project (50%):
   - Assessment Plan (10%)
   - Analysis Plan (10%)
   - Final Assessment Presentation (10%)
   - Final Assessment Report (20%)
4. Group Participation Assessments (10%)

**Grading In Groups**

Students will work in teams to complete assessment the *Assessment Presentation & Assessment Project* in this course. Each member of a team will initially receive the same grade for each of the assignments. However, for each assignment, each student will be asked to submit an assessment of the contributions of each team member on several dimensions of teamwork necessary to complete the assignment. For the first and second group participation assessment of the *Assessment Project* information shared by the team members will be shared with the team in the aggregate so that individuals might adjust participation as necessary. The final grades for each student on these assignments will take into consideration feedback from the assessments related to that assignment. That is, individual team members could get a grade that is higher or lower than that of the other team members based on these peer assessments. You must turn in all of the assigned assessments of team member participation (one for each team member for each team assignment) to receive any credit for this area of the course and the quality of the feedback you provide will determine if you get a B or higher for this area of the course. In other words, to get any credit you need to turn all of the group participation assessments in on-time. Doing this will earn you at least a B for this area of the course. Those who earn higher than a B for this area will have provided helpful and instructive feedback that not only assesses the quality of a particular team member as it relates to their contribution to the group, but helps the group to function and perform more effectively in the future.

**Assignments**

**Class Participation:**

Class participation is your opportunity to contribute to the scholarly dialogue. Thoughtful discussion is an important skill to develop as a scholar and/or practitioner. Class participation involves active participation in all parts of each class meeting. Participation is meant to provide a forum for a thoughtful exchange of ideas, reflections, experiences, etc. related to the readings and the assessment projects. Active participation requires your presence if class. Your assessment group will be making a presentation each week related to their progress on their assessment project and the quality of those presentations and your participation in them will also count toward your overall class participation grade.
Prior to class each week, you are asked to reflect critically on the readings and to identify a passage or passages that you found to be particularly illuminating, problematic, or even confusing (especially as they relate to your assessment project). During class, you will have the opportunity to share your passage with the rest of the class. As you share your reflection, you will be asked to direct the class to the passage, read the passage aloud (or at least paraphrase its salient components), and offer your own analysis of the text. In this way, we will build class discussion that is collegial and that evidences your advanced preparation. The instructor reserves the right to randomly select students to share their reflections; therefore, it is necessary to always prepare a reflection with analysis before each class session.

Assessment Toolkit Presentations:

The purpose of this assignment is for you gain experience in discussing and presenting on assessment. Through this assignment, you will gain familiarity with the different types of assessments that are executed on campuses, the ways assessment works in different functional areas, and the role of assessment in accreditation. To this end, you and your partner will select a topic from the list below for presentation to the class. This presentation must be 15 minutes long and provide enough detailed information for your peers to understand the areas you are discussing as well as its utility to assessment, campus life, and outcomes. Presentations will take place at our class meetings on 10/4, 10/18, 11/8, and 11/22. These presentations must move beyond offering a summary of the chapters in the text (if your selection is covered) and include your own analysis, critique, and outside sources and/or real life examples. Topics for this assignment are listed below as well as the dates on which those topics will be presented. Sign-ups for these presentations will occur during our first class meeting.

- Oct. 4:
  - Needs Assessment & Satisfaction Assessment
  - Post-Graduation Assessment & Dropout Assessment
  - Campus Unions & Campus Recreation

- Nov. 8:
  - Environmental/Climate Assessment & Greek Life
  - Residence Life & First Year Experience/Programs

- Nov. 22:
  - Career Services & Health and Counseling Services
  - Admissions & Financial Aid

- Nov. 29:
  - Accreditation: Southern Association of Colleges and Schools & Middle States Commission on Higher Education
  - National Surveys: CIRP & NSSE

In addition to your presentation, you are to put together a collection of resources based on your assigned topic for your classmates. Although this can include the PowerPoint you use for your presentation, supplemental resources and materials also need to be included. The purpose of these resources if for each of you to build an assessment toolkit to take with you when you leave.
this course. Each part of that toolkit should include solid well-grounded information that can be used to conduct that type of assessment or understand the assessment needs of a particular accreditor or how a particular set of surveys might aid an institution in its assessment efforts. The materials should include your analysis and critique as to benefits as well as issues in regards to your assigned area. At minimum, the toolkit you put together for each of your classmates on your assigned area must include:

1. Copy of your PowerPoint presentation
2. Double sided handout outlining the summary of topic, important issues concerning the area of assessment, APA references for further reading
3. Sample assessment tool (survey, focus group protocol, etc.) related to your area of study

Your toolkit needs to be loaded up to courseweb prior to your presentation. The grade you receive on this assignment will include the quality of your in class presentation and your posted blog. Quality of analysis in both the presentation and blog is important as well as the quality of the materials you provide.

**Assessment Project:**

The assessment project is an opportunity for you to gain real-world experience in conducting assessment and in working on an assessment team. Student teams of three or four students will be assigned to one of the assessment projects listed in the syllabus. The project is divided into smaller parts to assist you in the development, execution, and delivery of a strong assessment project that will result in a well written assessment report that will be an asset to the department for which the assessment was conducted. Each team is responsible for arranging a means for sharing the assessment both in report form and in presentation form with their client (contact at the site) outside of class time. Clients will also be asked to provide an assessment of the work your team completed for them and will be invited to the final presentation.

**Group Roles for Assessment Project**

You will be working in small groups of three or four, but one of you will be assigned the role of contact with the client and one of you will have the role of contact with the instructors. In these roles you are responsible for being the contact for your group with the instructors or your client. This is to avoid multiple people contacting the client. The third group member serves as the team manager and is responsible for making sure the team functions well. If your team has fourth member your team is responsible for creating a useful role for this team member that will contribute to the strength of the team overall.
Assessment Project Sites

Site 1

SOE Office of Career and Student Services: Expectations and Needs of Master’s and Certificate Students

Context:
The Office of Career and Student Services (CSS), located within the School of Education (SOE) at the University of Pittsburgh, is a new office dedicated, in part, to assisting SOE students as they prepare for and obtain post-professional school employment. In this capacity, the office primarily serves Master’s Degree-Seeking students in the following areas: Higher Education Management, Research Methodology, Social and Comparative Analysis in Education, Applied Developmental Psychology, and PK-12 Teaching, School Leadership, and Instruction. We are committed to delivering career development competencies that are both universal and program specific. In order to better serve our students, it is important for us to learn what students need and expect from the SOE Office of Career and Student Services.

Assessment Project:
Assessing Current Master’s and Certificate Students of Their Expectations/Needs

Goals of the Assessment:
- Are students aware of the CSS Office?
- How did they learn about the CSS Office?
- Are students aware of the services offered by the CSS Office?
- Do students know their CSS representative and how to contact him/her?
- How important do they feel it is to possess specific career skills?
- How would they rate their competency level on specific career skills?
- How important do they feel it is to possess global career skills?
- How would they rate their competency on specific global career skills?
- How do they prefer to receive career-related information or services?
- What types of on-line career services do they prefer?
- Are they aware of the timeline on which they should meet career preparation and job search milestones during their academic program?

Staff Contact:
Andrea Zito
Director of Career and Student Services, School of Education
412-648-1769
andreaz@pitt.edu
Context:
The Academic Resource Center at the University of Pittsburgh is a part of the Dietrich School of Arts and Sciences. It serves all undergraduate students at the university, including students enrolled in the Swanson School of Engineering and the School of Business. One of the main services offered at the ARC is the peer tutoring program, which focuses on providing academic support in the most challenging courses offered to students in their first and second years at the university. The main goals of the tutoring program include:

- Supporting retention and success for first and second year students.
- Helping students develop active learning skills and become independent learners and critical thinkers.
- Providing leadership and teaching opportunities to qualified sophomores, juniors, and seniors.

Assessment Project:
The ARC hires 50 peer tutors who are current Pitt students to serve as peer tutors in classes such as foundations of biology, general chemistry, organic chemistry, physics, economics, and statistics. Peer tutors must be responsible, mature, enthusiastic about helping other students, knowledgeable about the subject matter of the class(es) they tutor, and they must have strong interpersonal skills.

ARC’s goal is to recruit a strong and qualified pool of candidates that represent the diversity of the Pitt student population. In particular, the ARC has difficulty finding enough peer tutors for the following classes: business statistics and calculus based physics (in particular the second course in the sequence). These courses are typically taken by students outside of the Dietrich School.

This assessment project should critically examine the current strategies and effectiveness of the ARC recruitment methods. Some of the questions that should be addressed are:

- How can we recruit the best possible students for the tutoring positions? Why are some students who are qualified for the position not applying?
- Are the current recruitment strategies reaching diverse groups of students? What can be done to diversify the applicant pool?
- Are the current recruitment methods efficient? How can our resources be utilized effectively to reach our intended audience and motivate them to apply?

Staff Contact:
Michael Chirdon-Jones
Academic Specialist & Tutor Coordinator
michael.chirdon@pitt.edu
412-624-2060
Site 3

School of Engineering: First-Year Engineering Program

Context:
The First-Year Engineering Program in the Swanson School of Engineering is dedicated to successful recruitment and retention of first-year engineering students. One program through which we challenge and support our students is the Freshman Engineering Seminar (ENGR 0081). ENGR 0081 is comprised of two components: a lecture taught by full time advising staff, in which students are introduced to each of the 10 engineering major programs, and a recitation, taught by undergraduate Peer Advisors, in which students are coached and mentored through transition issues that freshman engineers face.

Assessment Project:
Although the ENGR 0081 program has a thorough assessment process in place, an overall assessment of the state of the Peer Advisor position is needed. The First-Year Program office employs 23 undergraduate Peer Advisors who teach 46 sections of ENGR 0081 recitation. Although aspects of the position change slightly each year, it has been several years since we significantly changed the training or the responsibilities for the position. Beginning with the fall 2016 term, the PA team was supervised by a graduate intern. This is the second year that this supervision model will be used.

This assessment project should answer the following questions:
- Is the current training program adequately meeting the Peer Advisors’ needs? Do they feel they have the knowledge, skills, and abilities to carry out the responsibilities of their position successfully? How can training be improved?
- Do the Peer Advisors feel adequately prepared to cover the material presented in class, and do they feel adequately prepared to actually facilitate class meetings in a structured and varied manner?
- Is the structure of the position able to be adequately balanced by the Peer Advisors, in light of engineering workload and other time commitments? How can the job description/responsibilities be improved?
- How much are first-year students actually engaging with their Peer Advisors outside of class? To what degree are they reaching out to PAs via social media, email, phone, in person outside of class time, and are Peer Advisors able to respond in a timely and helpful manner?
- How effective is Peer Advisor supervision? Is access to the graduate intern as supervisor adequate? Do the Peer Advisors see the graduate intern as accessible, approachable, and knowledgeable?

Overall assessment goals:
- Help us identify a list of Desired Learning Outcomes for the Peer Advising experience. From a staff perspective, we wish for them to hone leadership skills in the areas of communication/public speaking, mentoring, group management/advising, motivating others, and teaching. What skills and abilities do the Peer Advisors want to gain from this position? What skills and abilities have they gained from the position?
o Assess Peer Advisor job satisfaction and identify strengths and points for improvement in the areas of training, supervision, ability to serve students, and time commitment.

Staff Contact:
Jill Harvey
Associate Director, First-Year Engineering
Jgh7@pitt.edu
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Site 4

Career Development and Placement Assistance

Part 1: Examining the Relationship between Appointments and Placement Numbers

Context:
The Office of Career Development and Placement Assistance (CDPA) captures excellent data on appointments and services utilized by students. CDPA also captures extensive placement data from our recent graduates. The purpose of this research project would be to examine the relationships that exist between appointment frequency and topic and placement results.

Appointment Numbers:
Appointment data is collected for all appointments in CDPA. This includes type of appointment and focus of the appointment. CDPA has data from the previous three years and continues to collect data for every appointment.

Placement Data:
CDPA collects placement data via survey for all alumni. This includes data on whether the alum is working full time, attending graduate school, a combination of work and graduate school, or still seeking employment or graduate school admission. This data collection follows very strict guidelines outlined by the Provost so that we have thorough and accurate placement data for our graduates.

Assessment Project:
Critically examine the relationship between appointment attendance and focus and placement data. This will include organizing and manipulating large data sets as well as analysis of the potential relationships.

Questions:

- Are there any statistically significant relationships between number of appointments a student has with CDPA and their placement success?
- Are there any statistically significant relationships between the focus of career counseling and placement success?
- What suggestions might this research have for how we work with students on a daily basis as Career Counselors?
Part 2: Exploring the Career Needs and Wants of Liberal Arts Majors

Context:
Liberal Arts majors have a multitude of career options which can be a positive and a negative as they seek employment. Unlike some of the more specialized areas (i.e. Engineering, Business), Liberal Arts majors often don’t have a single or limited career path that they follow. This can lead to challenges for CDPA in terms of which employers to recruit for our career fairs and which employers to seek for posting jobs online in our Pitt database of jobs known as Handshake. The purpose of this research would be to explore the wants and needs of Liberal Arts majors to search for trends and common interests.

Liberal Arts Majors Career Needs and Wants:
Data from our career fairs and programs reveals that Liberal Arts majors are not satisfied with the employers and jobs that are secured by CDPA. Suggestions offered on these evaluations is not thorough and not comprehensive enough to draw conclusions to the larger group of Liberal Arts students.

Assessment Project:
This project would focus on collecting new and more complete data from Liberal Arts majors that attend our career fairs. This would include surveys administered both at the career fairs and via email to Liberal Arts students. This data would then be analyzed to gain an understanding into trends and consistencies across this diverse group of students. This project is mainly qualitative in nature as we seek to explore this question for our Liberal Arts students.

Questions:
• What are the common occupations and companies identified by Liberal Arts majors for attendance at Career Fairs?
• What types of internship experiences are Liberal Arts majors seeking at our Career Fairs?
• How is the current system of finding employers and marketing to students addressing the needs and wants of our Liberal Arts students?

Staff Contact:
Dr. Cheryl Finlay
Director of Career Development & Placement Assistance
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Site 5

Pitt EXCEL: B.R.O.T.H.E.R.H.O.O.D.

Context:
BROTHERHOOD (Brothers, Respecting, Open, Thought, and Helping, Every-man, Realize, His, Own, Original, Dream) is the Pitt EXCEL peer led male support forum. BROTHERHOOD serves as a branch of the mission of the Pitt EXCEL program and the Office of Diversity in the Swanson School of Engineering to assist the underrepresented male engineering students with their socio-emotional development. Approximately 7-9 upperclassmen peer leaders lead the
organization with the assistance and supervision of the Pitt EXCEL male academic counselor by creating and executing monthly group discussions around a range of topics including, relationships, family, academics, national and global events, issues surrounding self-esteem, confidence, and many other issues relating to personal development, self-reflection, and achievement. These conversations are designed to provide an outlet for students to speak openly and freely with their peers in a supportive environment without fear of retribution, judgment, or ridicule. Social events are also built into the male forum to provide opportunities for team building, relationship building, mentoring, networking, and social interactions.

About Pitt EXCEL:
Pitt EXCEL is a comprehensive diversity program committed to the recruitment, retention, and graduation of academically excellent engineering undergraduates, particularly individuals from groups underrepresented in the field.

Assessment Project:
This assessment should evaluate 2 areas:
1. The degree to which former BROTHERHOOD participants and leaders have been helped by BROTHERHOOD with their transition from their undergraduate experience to their current experiences working in industry as engineers or as engineering graduate students.
2. Areas where BROTHERHOOD could be more structurally effective, efficient, creative, and engaging for current participating male students and the peer leadership team.

Based on assessment results, Pitt EXCEL would like to consider whether or not additional funding for the program is necessary for its continued growth and how such funds could best be utilized. Additionally, the assessment will help determine if the structure of the forum is adequate in meeting desired goals. Lastly, the assessment could help guide the role of the professional advisor and BROTHERHOOD alum in their continued mentoring and support efforts.

Staff Contact:
Simeon Saunders
Coordinator of Diversity Outreach
412-624-9944
simeons@pitt.edu

Basic Writing Guidelines for Course

All papers must use Times New Roman 12” font and have 1” (normal) margins throughout. Written work must conform to APA citation style guidelines. All assignments/papers will be turned in through CourseWeb and must be uploaded as Microsoft Word documents by the deadlines that are provided for each assignment. Assignments are due by the start of class in the deadline week unless other instructions are provided.

Assessment and Evaluation

Letter grades will be assigned in this class. Written work is graded on demonstrated insight, completion of expectations of the assignment, coherence of organization, and grammar and spelling. Letter grades are feedback and have the following meaning:
A “A” signifies work that clearly exceeds expectations. Written work falling into this category will demonstrate clarity of purpose, organization, and communication. It will also demonstrate original interpretation of course material. “A” level participation need not mean a large quantity of participation but denotes the student who prepares for class and consistently indicates having thought critically about the material.

A “B” signifies work that meets expectations, meaning that all aspects of the assignment are completed, but it lacks some of the aspects of “A” work, particularly inconsistent preparation for class or written work that demonstrates less significant insight into the material or frequent grammatical errors.

Letter grades using + and – are also assigned.

Statement of Instructor Position in Course

My classrooms are places of intellectual inquiry where discussion and critical reflection are normative and where students are empowered as leaders in the learning process. I have high expectations for student achievement and have a strong belief in the potential of all students to succeed. This belief in each student's potential to succeed centers all of my interactions with students both inside and outside of the classroom. I am committed to anti-racist, non-sexist, non-classist, and non-heterosexist pedagogy. This includes fostering an environment that is as safe and inclusive as possible for everyone. If everyone in the class is similarly committed it will make our work together more productive and stimulating.

Readings / Resources

Required Texts:


Other Required Reading: (all are available on CourseWeb each week)

See weekly topic listings below.
Suggested Text: (An excellent addition to your toolkit! And, helpful for your assessment project)


Class Schedule

Week 1   Aug 30   Course Overview & Introduction to Assessment in Student Affairs I

Readings to Complete Prior to Class
Henning & Roberts – Chapters 2, 3, 4
Schuh & Upcraft – Chapter 2

Week 2   Sep 6   Introduction to Assessment in Student Affairs I

Readings to Complete Prior to Class
Henning & Roberts – Chapters 2, 3, 4
Schuh & Upcraft – Chapter 2

Week 3   Sep 13   Types of Assessment

Readings to Complete Prior to Class
Henning & Roberts – Chapters 5, 6
Bresciani, et al. – Chapter 2

Due Date   Sep 16   Assessment Project:
Assessment Plan & Group Participation Assessment

Week 4   Sep 20   Collecting & Analyzing Data: Quantitative Study

Readings to Complete Prior to Class
Henning & Roberts – Chapters 7, 8, 9
Avery, C.M. (2000). How teamwork can be developed an individual skill.

Review – Schuh & Upcraft – Chapters 5, 8
Week 5 \hspace{0.5cm} Sep 27 \hspace{1cm} Collecting & Analyzing Data: Qualitative Study and Mixed Method

*Readings to Complete Prior to Class*
Henning & Roberts – Chapters 10, 11, 12

Review – Schuh & Upcraft – Chapters 3, 4

Week 6 \hspace{0.5cm} Oct 4 \hspace{1cm} Tool Kit Presentations – Assessment Team Meetings This Week

*Readings to Review to Prepare for Presentations*
Schuh & Upcraft – Chapters 9, 10, 15, 16, 20, 24

**Due Date** Oct 7 \hspace{1cm} **Assessment Project:**
*Analysis Plan & Group Participation Assessment*

Week 7 \hspace{0.5cm} Oct 11 \hspace{1cm} Developing an Outcomes Based Assessment Plan

*Readings to Complete Prior to Class*
Bresciani et al., – Chapters 3, 4, 5, 6, 7

Week 8 \hspace{0.5cm} Oct 18 \hspace{1cm} *(No Class Meeting)* – Assessment Team Meetings This Week

Week 9 \hspace{0.5cm} Oct 25 \hspace{1cm} Ethics, Politics & Social Contexts of Assessment

*Readings to Complete Prior to Class*
Henning & Roberts – Chapter 15, 16
Schuh & Upcraft – Chapter 32
Lencioni, P. (2012). The Five Dysfunctions of a Team, Chapter 8, Understanding and Overcoming the Five Dysfunctions.

Week 10 \hspace{0.5cm} Nov 1 \hspace{1cm} Barriers & Other Issues in Assessment

*Readings to Complete Prior to Class*
Bresciani et al., – Chapters 8, 9, 10

Week 11 \hspace{0.5cm} Nov 8 \hspace{1cm} Tool Kit Presentations – Assessment Team Meetings This Week

*Readings to Review to Prepare for Presentations*
Schuh & Upcraft – Chapters 12, 19, 23, 28
Week 12  Nov 15  Implementing the Assessment Plan, Reporting, & Using Results

Readings to Complete Prior to Class
Hennings & Roberts- Chapters 13, 14, 17
Schuh & Upcraft – Chapter 33

Week 13  Nov 22  Tool Kit Presentations

Readings to Review to Prepare for Presentations
Schuh & Upcraft – Chapters 21, 22, 25, 26, 27

Week 14  Nov 29  Tool Kit Presentations – Assessment Team Meetings This Week

Readings to Review to Prepare for Presentations
Schuh & Upcraft – Chapter 14
Websites to Review to Prepare for Presentations
CIRP – [http://www.heri.ucla.edu/](http://www.heri.ucla.edu/)
Middle States – [https://www.msche.org/](https://www.msche.org/)

Week 15  Dec 6  Assessment Project Practice Presentations

Finals  Dec 13  Assessment Project Presentations & Group Participation Assessment

**Due Date  Dec 15  Assessment Project Report & Group Participation Assessment**

**Statements on University and School of Education Policy:**

**Departmental Grievance Procedures.** The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in ADMPS believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the department; (3) if needed, next talking to the associate dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer. [Dr. Michael Gunzenhauser is the Associate Dean and Integrity Officer.]

**Academic Integrity.** Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity.
This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Disability Services. If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.

Statement on Classroom Recording. To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.