

UNIVERSITY OF PITTSBURGH SCHOOL OF EDUCATION
Department of Administrative and Policy Studies

ADMPS 2056: Student Services Program Assessment
Fall 2018 | Tuesdays 4:30–7:10pm | WWPH 5405

Instructor

Max Schuster, PhD

Visiting Assistant Professor, Administrative and Policy Studies

schustermt@pitt.edu | 412-624-3087 | WWPH 5907

OFFICE HOURS AND INSTRUCTOR COMMUNICATION: My goal is to reply to email within 48 hours Monday-Friday, and my office hours are on Wednesdays from 12-2p or by appointment. However, I do ask that you email me to schedule office hour meetings in advance in case I have a conflict. I am also happy to meet via Skype or FaceTime.

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.

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

Required Materials

Bresciani, M.J., Gardner, M.M., & Hickmott, J. (2009). *Demonstrating student success*. Sterling, VA: Stylus.

Henning, G. W., & Roberts, D. (2016). *Student affairs assessment: Theory to practice*. Sterling, VA: Stylus.

Schuh, J. H., & Upcraft, M. L. (2001). *Assessment practice in student affairs: An applications manual*. San Francisco: Jossey-Bass.

Recommended:

Bresciani, M. J., Zelna, C. L., & Anderson, J. A. (2004). *Assessing student learning and development: A handbook for practitioners*. NASPA Student Affairs Administrators in Higher Education.

Course Policies

Attendance

Class attendance is critical to the full examination of the scheduled topic, which allows for students' individual and collective learning. Students should make every opportunity to attend class on time and for the full duration. Students are permitted one class absence without academic penalty. Acquiring more than one absence or missing class without prior notification will result in a lower course grade. Please email the instructor in advance if you are going to be absent from class. Persistent tardiness, without prior approval, may also result in a lower course grade.

Technology

Present engagement in course discussion serves as a foundational element of our collective learning in this course. Technological distractions (e.g., text messaging, social media) can detract from the quality of the discussion and delimit our present engagement with one another. Students are encouraged to be respectful of our shared classroom environment when using cell phones and laptops in class and to refrain from checking email, text messages, and social media during class time. Students failing to abide by the technology policy may lose participation credit for the day. Students are welcome to check social media and send text messages during the break in the middle of class.

Deadlines

All assignments are due electronically by the start of class on the date assigned, unless otherwise noted. Hardcopies of assignments are not required in this course. Due to the nature of the assignments in this course, late assignments without penalty cannot be accepted unless prior arrangements have been made with the instructor.

Written Assignments

Writing is an important part of professional practice and this class is an opportunity to refine your writing skills. All written assignments are to be of professional quality and free of spelling, grammatical, and typographical errors. Assignments must follow the grammar, formatting, and usage guidelines contained in the 6th edition of the *Publication Manual of the American Psychological Association* (APA). If you need assistance with APA, please do not hesitate to ask the instructor. The University Writing Center offers valuable services for graduate student writing and their services can be reviewed at <http://www.writingcenter.pitt.edu/graduate-services>. The Purdue Online Writing Lab (OWL) also contains helpful web resources that may assist in better understanding APA style and can be located at: <https://owl.english.purdue.edu/owl/section/2/10/>.

Grades

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 style, grammar, and spelling. Letter grades are feedback and have the following meaning (+ and – are also assigned):

“A” signifies work that 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 a student who prepares for class and consistently indicates having thought critically about the material by advancing the quality of the discussion.

“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, infrequent contributions to class discussions, or written work that demonstrates less significant insight into the material or frequent grammatical errors or technical issues.

“C” signifies work that is below expectations, meaning that all aspects of the assignment may not have been completed, work demonstrates little preparation for class, or written work that demonstrates little insight into material or grammatical issues that mar the work significantly.

“F” is assigned for incomplete work or any work that breaches University standards of academic integrity.

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. [Dean Mike 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 may be used solely for the student's own private use.

Teaching Surveys

Students in this class will be asked to complete a Student Opinion of Teaching Survey. Surveys will be sent via Pitt email and appear on your CourseWeb landing page during the last three weeks of class meeting days. Responses are confidential, and I do not see the results until after final grades are posted. Please take time to thoughtfully respond; your feedback is important to me.

Assignment Summary

<i>Assignment</i>	<i>Deadline</i>	<i>Weight</i>
Participation	Weekly	20%
Assessment Project: Assessment Plan*	Sept. 21	10%
Assessment Project: Analysis Plan*	Oct. 12	10%
Assessment Project: Final Presentation*	Dec. 11	10%
Assessment Project: Final Report*	Dec. 14	20%
Assessment Project: Group Assessments*	Sept. 21, Oct. 12, Dec. 14	10%
Toolbox Talks	Nov. 6 or Nov. 13	20%

**Note on Grading in Groups*

Students will work in teams to complete the *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 peer feedback on the contributions of each team member on several dimensions of teamwork necessary to complete the assignment. 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 peer feedback. 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 in 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.

Assignment Descriptions

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 in class. 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 may randomly select students to share their reflections; therefore, it is necessary to always prepare a reflection with analysis before each class session.

Your assessment team will also be making a short presentation each week related to progress on the assessment project. The quality of those presentations and your contributions to them will also count toward your overall class participation grade.

Assessment Toolkit Presentations

The purpose of this assignment is for you gain experience in discussing and presenting on assessment topics. 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 will select a topic from the list below for presentation to the class. This presentation must be 8-10 minutes long and provide enough detailed information for your peers to understand the area you are discussing as well as its utility to assessment, campus life, and outcomes. These presentations must move beyond offering a summary of the chapters in the course texts 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 session. While having some notes on hand to help guide your presentation is encouraged, reading a script verbatim should be avoided for this assignment.

November 6

- Group Educational Program Assessment
- Post-Graduation Assessment
- Dropout Assessment
- Satisfaction Assessment
- Needs Assessment
- Environmental/Climate Assessment
- Cost Effectiveness Assessment
- Southern Association of Colleges and Schools
- Middle States Commission on Higher Education

November 13

- Residence Life and First Year Experience
- Career Services
- Greek Life
- Unions and Campus Recreation
- Health and Counseling
- Diversity and Multicultural Programming
- Admissions and Financial Aid
- Academic Success
- CIRP and 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 is 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 regard 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. A 500-word wiki post (excluding references) about your assigned assessment area that includes important issues concerning this area of assessment. The post should be well-organized using headers and conclude with 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 uploaded 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 toolkit on the CourseWeb wiki. Quality of analysis in both the presentation and wiki post 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 four, but one of you will be assigned the role of contact with the client, one of you will have the role of contact with the instructor, one of you serves as the team manager and is responsible for making sure the team functions well, and the fourth member of your team is responsible for assignment submission and deadline organization. These are the primary duties for each person, but every team member is expected to contribute to the overall functionality of the group.

Assessment Project Sites

Project 1: Reviewing the Pitt DIVA Mentoring Program

University of Pittsburgh Swanson School of Engineering

Pitt EXCEL D.I.V.A. (Determined, Intelligent, Victorious, Available) Women's Forum

(Pitt EXCEL is the Undergraduate Diversity Program in the Swanson School of Engineering)

Context

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. Pitt EXCEL's D.I.V.A. Women's Forum was created because our academic counseling and programming efforts have helped us realize that many of our students experience challenges and issues, both in and out of the classroom, that are uniquely gender specific; and that such challenges hinder many from reaching their fullest potential academically, socially, and professionally. Some the student issues are:

- Trust in other women
- Self-esteem and self-worth
- Woman-to-woman mentoring issues
- Jealousy of other women
- Finding one's place in a male dominated discipline/career
- Fostering healthy and meaningful relationships

D.I.V.A. Creation

- D.I.V.A. was created in the summer of 2012
- The group is open to any women that are a part of Pitt EXCEL
- The purpose of creating D.I.V.A. is to foster a true sisterhood amongst the women in order to help them grow both personally and professionally.

D.I.V.A. Goals

- Sisterhood- Physical, Mental, and Social Health; Academic Achievement; Service

D.I.V.A. Structure

- Personal development meet ups
- Social outings
- D.I.V.A. Lite meetings
- Mentoring
- D.I.V.A. Meet Ups
 - To discuss issues that impact women
 - To allow the women to connect outside of the classroom
 - To give the women a safe and open environment where they can trust and learn from one another
 - The women are challenged on topics such as: self-esteem, self-image, health, relationships, purpose

Future Dreams of D.I.V.A.

- Expose the D.I.V.A. women to more women professionals in industry and higher education
- Gain more funding for additional D.I.V.A. programs
- Increase the number of participants in D.I.V.A.

- Attend a professional women's conference
- Continue to grow the mentoring program between the high school students and college women
- Conduct more research and collect more data on the successes of the D.I.V.A. program
- Create a D.I.V.A awards gala that honors those women that have positively impacted women and paved the way both young and old

Assessment Project

There is an overall assessment of the D.I.V.A. Women's Forum that is needed. Over the last couple of years there has been a stagnate growth in woman to woman bonding and mentorship. Yvette Moore the staff director would like to have an assessment created to look at the over health of the program and changes that are needed so that the program is meeting the needs of women of color in the Swanson School of Engineering Pitt EXCEL Program. This assessment project should answer the following questions:

- Is D.I.V.A. adequately meeting the women of color student's needs? Do the women feel they have the knowledge, skills, and abilities to carry out the responsibilities of their position successfully? How can training be improved?
- What type women to women bonging would the Pitt EXCEL women students desire?
- How much are women students actually engaging with each other outside of workshops
- How effective are the D.I.V.A. workshops?

Overall Assessment Goals

- Staff would like to see what tactics will engage the Women Pitt EXCEL students and what type of mentoring model works best.
- Staff would also like to see the women to women mentoring program foster true mentoring relationships between the older and less senior students.

Contact

Yvette Moore, Associate Director of Pitt EXCEL
 412-624-1871
yrw1@pitt.edu

Project 2: Understanding Students' Knowledge of the Pitt Code of Conduct

*University of Pittsburgh Student Affairs
 Student Conduct*

Context

The Office of Student Conduct addresses behavioral concerns and adjudicates alleged violations of the Student Code of Conduct. Student Conduct is an impartial body, providing a fair process, education, and developmental opportunities for all involved parties.

Assessment Project

This project endeavors to critically examine the University of Pittsburgh's Code of Student Conduct and student knowledge/awareness. Some overall guiding questions include:

- How many students are knowledgeable of the Code of Student Conduct?
- If knowledgeable, how did they learn about the Code of Student Conduct?
- How many students know what the Code of Student Conduct contains and entails?
- How many students know how to use the Code of Student Conduct?
- How many students have utilized the Code of Student Conduct?

Overall Goals

Through these questions and others, we hope to learn where, how, and why students are accessing/using the Code. It may be more efficient to hone in on a certain population of students, such as first-year students. By gaining a better understanding of how/if students are utilizing the Code, we can produce better educational and marketing materials to raise awareness.

Contact

Matt Landy, Assistant Conduct Officer
mal130@pitt.edu

Project 3: How Students View the First Amendment on Campus

*University of Pittsburgh Student Affairs
Student Conduct*

Context

The Office of Student Conduct addresses behavioral concerns and adjudicates alleged violations of the Student Code of Conduct. Student Conduct is an impartial body, providing a fair process, education, and developmental opportunities for all involved parties.

Assessment Project

We are looking to gauge students' baseline knowledge and understanding of the First Amendment. Some overall questions pertain to understanding students' perceptions of what the First Amendment prohibits/allows in a college context. Some items to explore might be how students view the First Amendment relating or not relating to hate speech, academic integrity, protests, and invited speakers.

Overall Goals

Understanding the answers to these questions will help us produce educational materials and programs pertaining to the First Amendment on a college campus. As a result, we may also review current guidelines related to the topic.

Contact

Barbara Ruprecht, Student Conduct Officer
bar50@pitt.edu

Project 4: How Pitt Career Center Usage Leads to Outcomes

*University of Pittsburgh Student Affairs
Career Center*

Context

The Career Center offers career services to all current Pitt students and recent alumni. Career Consultants assist with all phases of career development, from choosing a major to getting an internship, to beginning your job search, applying to grad school, salary negotiation, and more. They provide career assessments, résumé and cover letter writing assistance, and mock interviews. Our employment team hosts our large-scale career fairs and on-site recruiting opportunities. Our office conducts various classroom presentations, workshops, and events to allow each student to get the tailored service they need to be successful.

Assessment Project

This project utilizes existing assessment data to produce new knowledge about the relationship between utilizing Career Center appointments and events and placement rates upon graduation. Some questions to explore in this project would include: statistically significant relationships between various student activities and placement rate using 2016-2017 Placement Data and 2016-2017 Handshake Appointment and Event Data from Handshake.

Overall Goals

This project would produce information about the following and others: Placement and Career Counseling Appointments; Placement and Event Participation; and Placement and Handshake Profile Level.

Contact

Ryan Sweeny, Assistant Director of Pitt Career Center
rsweeny@pitt.edu

Project 5: Attainment of Outcomes through RISE Mentorship at Chatham

Chatham University

RISE Mentoring Program

Program Description

The R.I.S.E. (Retain. Involve. Strengthen. Excel.) mentorship This program was created in the fall of 2012 by Chatham University alumna, Shaman Mason. It was Shamin's goal to introduce a program for students of color that would contribute to their academic success, professionalism, and leadership skills while at Chatham and beyond. The year-long program provides new first year, transfer, and Gateway students with a mentor, institutional support, and a series of cocurricular programs throughout their transition to college. Upper class students and graduate students serve as mentors to the incoming class. Through orientation and monthly special events, members of R.I.S.E. have the opportunity to learn and grow as contributing members of the Chatham community. Research has found mentorship programs to be successful for various reasons:

- Building relationships with role models and mentors have been noted as an important factor for both academic and social integration
- Students' academic and social integration are key to students' success through their college years
- Many incoming students face hurdles like adapting to college life, academic unpreparedness, or financial difficulties, which is why we provide our mentees with institutional support from Student Affairs, Academic Affairs, Financial Aid, and many more departments to help meet your needs.

R.I.S.E Net Members play a critical role in supporting students, providing the third tier acting as a "net" to catch and support students. Net Members are advocates (faculty and staff), standing in solidarity and support as RISE students matriculate through the opportunities and challenges that may arise while matriculating at Chatham. Net Members often facilitate academic session and beginning in 2018, will have an opportunity to also serve as a formal mentor to new students, enhancing program goals. Yearly events are categorized in the following ways: Community Service; Academic; and Social.

Context

R.I.S.E begins with a mentor retreat from August 17-18th and then program orientation August 20-22nd. Multicultural Affairs is very interested in understanding the quality and effectiveness of R.I.S.E from the varied perspectives of the student participants, and the RISE community members, which consists of students who participated in the program but do not currently serve as mentors. The evaluation should focus on the design, implementation, and outcome attainment of the program. Through these lenses, our evaluation aspires to enhance our understanding of what constitutes a strong, meaningful, and consequential mentorship program in higher education today, and to contribute to program refinement, as appropriate.

The most direct audiences for the evaluation are the Multicultural Affairs office and the Office of the Vice President of Student Affairs. In support of these aims, his evaluation of RISE will endeavor to be responsive and useful. Being responsive to multiple stakeholder concerns and issues helps to legitimize diversity of perspective and experience, which we believe is intrinsically important, as well as practically valuable in contributing to a comprehensive program portrait and understanding. We will also like you to direct the evaluative data gathering, analysis, and reporting in ways that maximize the usefulness of the evaluation process and results for key program stakeholders and audiences. Aspire to an evaluation of consequence, an evaluation that makes a positive contribution to the quality and import of RISE at Chatham University.

Proposed Questions

1. What is the quality of the experiences of the RISE program for its mentees and mentors? What features of the program contribute to this experiential quality?
2. What is the quality and magnitude of the outcomes of the program for students who have participated/currently participate? How well do participants reach intended outcomes, as well as other outcomes of meaning and consequence?
3. Among faculty and staff who have been involved as Net Members in the RISE Program, what is their understanding of the program and its benefits for students? (possibility, if there is time)

Assessment Goals

What is the underlying theory of the program, how strong is it, and how well does it match participants' experiences? Criteria for Judging Program Quality likely to be included as components of the evaluative criteria for judging quality:

- Considerations of diversity and equity (of access, experience, and accomplishment) in the program
- Considerations of the contributions of program experiences to the development of a sense of community and belonging within the university
- Considerations of the importance of local context in understandings of quality (including retention goals).

Contact

Mary Utter, PhD, Assistant Dean of Students at Chatham University
mutter@chatham.edu

ADMPS 2056: Student Services Program Assessment Course Schedule

** indicates readings available on CourseWeb*

Week 1 Aug. 28 Course Overview & Introduction to Assessment in Student Affairs

Readings to Complete Prior to Class

- *ASK (Assessment Skills and Knowledge) Content Standards for Student Affairs Practitioners and Scholars by ACPA College Student Educators International
- Henning & Roberts, Chapters 1-2
- Schuh & Upcraft, Chapter 1

Week 2 Sept. 4 Types of Assessment

Readings to Complete Prior to Class

- Henning & Roberts, Chapters 3-5
- Schuh & Upcraft, Chapter 2
- *West, Effective teamwork

Week 3 Sept. 11 Collecting & Analyzing Data: Quantitative Study

Readings to Complete Prior to Class

- Henning & Roberts, Chapters 7-9
- *Lysy, Development in quantitative data display and their implications for evaluation
- *Sundt et al., Using data to guide diversity work and enhance student learning
- *Avery, How teamwork can be developed an individual skill

Supplemental Readings

- Schuh & Upcraft, Chapters 5, 8

Week 4 Sept. 18 Collecting & Analyzing Data: Qualitative Study and Mixed Methods

Readings to Complete Prior to Class

- Henning & Roberts, Chapters 10-12
- *Henderson & Segal, Visualizing qualitative data in evaluation research
- *Rankin & Garvey, Queer- and trans*-spectrum students in student affairs assessment

Supplemental Readings

- Schuh & Upcraft, Chapters 3-4
- *Ro et al., New(er) methods and tools in student affairs assessment

***Due* Sept. 21 Assessment Project:
Assessment Plan & Group Participation Assessment**

Week 5 Sept. 25 No Class Meeting – Assessment Team Meetings This Week

Week 6 Oct. 2 Outcomes Based Assessment Planning

Readings to Complete Prior to Class

- Bresciani et al., Chapters 1-4
- Henning & Roberts, Chapter 6

Week 7 Oct. 9 Using and Disseminating Assessment Results

Readings to Complete Prior to Class

- Bresciani et al., Chapters 5-7
- Henning & Roberts, Chapters 13, 14, 17
- Schuh & Upcraft, Chapter 33

<i>Due</i>	Oct 12	Assessment Project: Analysis Plan & Group Participation Assessment
	Oct. 16	No Class Meeting – Fall Break
Week 8	Oct. 23	No Class Meeting – Assessment Team Meetings This Week
Week 9	Oct. 30	Ethics, Politics & Social Contexts of Assessment
Readings to Complete Prior to Class		
<ul style="list-style-type: none"> ▪ Henning & Roberts, Chapters 15-16 ▪ Schuh & Upcraft, Chapter 32 ▪ *Balsler & Kniess, Challenges and barriers in student affairs assessment ▪ *Grabeau & Stoltzenberg, Incorporating emergent voices in student affairs assessment ▪ *Pope et al., Assessment and evaluation of multicultural change efforts ▪ *Lencioni, Understanding and overcoming the five dysfunctions of a team 		
Week 10	Nov. 6	Toolkit Presentations
Review to Prepare for Presentations		
<ul style="list-style-type: none"> ▪ Schuh & Upcraft, Part 3 ▪ Middle States – https://www.msche.org/ ▪ SACS – http://www.sacscoc.org/ 		
Week 11	Nov. 13	Toolkit Presentations
Review to prepare for presentations		
<ul style="list-style-type: none"> ▪ Schuh & Upcraft, Part 4 ▪ CIRP http://www.heri.ucla.edu ▪ NSSE http://nsse.indiana.edu 		
Week 12	Nov. 20	No Class Meeting – Assessment Team Meetings This Week
Week 13	Nov. 27	Barriers & Other Issues in Assessment
Readings to Complete Prior to Class		
<ul style="list-style-type: none"> ▪ Bresciani et al., Chapters 8-10 ▪ Henning & Roberts, Chapter 17 ▪ Schuh & Upcraft, Chapter 33 ▪ *Barr et al., Making change happen in student affairs ▪ *Bourke, Advancing toward social justice via student affairs inquiry 		
Week 14	Dec. 4	Assessment Project Practice Presentations
Week 15	Dec. 11	Assessment Project Presentations & Group Participation Assessment
<i>Due</i>	Dec. 14	Assessment Project Report & Group Participation Assessment