



Pitt Education

Administrative and Policy Studies
Higher Education Management

ADMP5 2056: Student Services Program Assessment

Fall 2019 | Tuesdays 4:30–7:10pm | WWPH 5400

Instructor

Max Schuster, PhD

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Instructor Communication: My goal is to reply to email or voice messages within 48 hours Monday-Friday.

Office Hours: My office hours are on Thursdays from 12-2p and by appointment. 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 phone, 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, methodologies, and 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 issues, contexts, processes, and types of assessments in student affairs.
3. Students will develop foundational skills and competencies necessary to plan and carry out an assessment project 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. [available online via PittCat]

Henning, G. W., & Roberts, D. (2016). *Student affairs assessment: Theory to practice*. Sterling, VA: Stylus. [available online via PittCat]

Leconi, P. M. (2002). *The five dysfunctions of team: A leadership fable*. San Francisco, CA: Jossey-Bass. [available online via PittCat]

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. This is especially pertinent during peer presentations. 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 will not be accepted.

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.

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. 27	10%
Assessment Project: Analysis Plan*	Oct. 18	10%
Assessment Project: Final Presentation*	Dec. 10	10%
Assessment Project: Final Report*	Dec. 13	20%
Assessment Project: Group Assessments*	Sept. 27, Oct. 18, Dec. 13	10%
Toolbox Talks	Nov. 5 or Nov. 12	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; do not include an evaluation of yourself) 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 scholarly 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 make a brief five minute 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 Toolkits

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. We will also discuss during the first class session options for digital presentations.

November 5

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

November 12

- Residence Life
- 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
- NSSE

In addition to your presentation, you will assemble a digital 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 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 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 presentation.
2. A 500-600-word post (excluding references) about your assigned assessment area that includes important issues concerning this area of assessment. The post should balance description/summary and critical thinking about the subject. The post should be well-organized and use headers effectively to signal different sections.
3. Sample assessment tool (survey, focus group protocol, etc.) related to your area of study as well as a brief 100-200 word description that explains the key highlights of instrument.
4. A list of 4-6 references in APA style for further reading.
5. Videos, audio, or voice over narration are encouraged to enhance the post. You are highly encouraged to use a platform outside CourseWeb, such as Microsoft Sway (which is available for free via the Pitt Portal), or another program that other class members can readily access. Creativity and high-quality content is appreciated and reflected in the grading for this portion of the course.

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 CourseWeb. 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: University of Pittsburgh Study Lab

University of Pittsburgh Dietrich School of Arts & Sciences

Context

Study Lab provides academic support to undergraduate students in the Dietrich School of Arts & Sciences. A staff of over 60 undergraduates offer tutoring, academic coaching and provide study skills workshops across campus. Students can make an appointment to work with a tutor, stop in to our drop-in hours for quick questions, schedule an individual academic coaching session or learn about the most effective and efficient study strategies from our Undergraduate Academic Coaches. Our center is certified through the College Reading and Learning Association which means all our students go through rigorous training as outlined by CRLA to become peer tutors.

Project

In the spring of 2019, we went through an extensive rebranding process. This involved surveying students that use our services and those that did not as well as conducting focus groups. This research provided the foundation for the process of rebranding our center and altering our messaging to better communicate to students what we do and how we do it. What we would like to learn from this assessment is how/if students perceptions of our services have changed due to this rebranding process. We hope to learn how effective our new strategy has been in reaching more students and addressing some of the previously held misconceptions of our programming.

Goals

- How well known is Study Lab and its services among Dietrich School students/across campus (Original research from AY 19 showed that nearly half of our students felt that we were unknown across campus. Has that perception changed?)
- Look at movement on key misconceptions. In initial research, we found that:
 - Students don't think they have time for academic success services
 - Students don't think they need academic success services
 - Students think there is a stigma/people will think they are dumb for seeking out our services
 - Students and faculty don't have faith that peer tutors will be able to teach the content well
- Has there has been a shift in student attitudes toward these services? Do they seem more accessible? Less stigmatized? More valuable? This would be especially interesting among first-year students, since they will come in not knowing our services any other way.
- What barriers do students encounter accessing our services? Why do students use/not use our services? Are they different than previous year responses?

Site Contact

Dr. Mary Napoli | Director of Academic Success

Mlg92@pitt.edu | 412-648-1203

Project 2: Reviewing the Katz Career Management Boot Camp

University of Pittsburgh Katz Graduate School of Business Career Management Center

Context

Talent is the heart of a successful organization. The objective of the Career Management Center (CMC) at the University of Pittsburgh Joseph M. Katz Graduate School of Business is to provide companies with graduates from a cutting-edge program who can add value to their organizations on day one. The Career Management team works with students in the MBA program, as well as Specialized Master's (MS) degree programs—Master of Accounting, Master of Finance, Master of Marketing Science, Master of Supply Chain Management, Master of Management, and Master of Management Information Systems.

Project

The Katz CMC team has created a state-of-the-art professional development process called the “Katz READY Boot Camp” that helps prepare both MBA and MS students to begin their internship and job search on Day 1 of their programs. Though boot camp is not “mandatory,” Career Management Advisors engage with students early and often to ensure their resumes are optimized for Fall recruiting. Boot camp consists of 6 modules, outlined below, that aim to promote students’ success in the business world:

- Module #1: Assessments (StrengthsFinder and the Global Competence Aptitude Assessment)
- Module #2: Resumes
- Module #3: Personal Branding
- Module #4: Job Search Plan
- Module #5: LinkedIn
- Module #6: Interview Skills Practice

*Please note, international and domestic students complete these modules on different timelines with the goal of having all 6 completed by the beginning of the Fall semester. Additional detail about those timelines will be provided to the assessment group.

Though both MBA and MS students participate in boot camp, the specific focus of this assessment will be the MS student population given that many of these degree programs are relatively new. The boot camp process was recently updated with MS students’ needs in mind, and the CMC team is interested in determining student satisfaction with the process, as well as opportunities for improvement.

Goals

The goal of this assessment is to better understand:

- What do students currently believe works well with the Katz Boot Camp Process?
- What are some improvements that students would like to see with the Katz Boot Camp Process?
- What value did the students find in the Katz Boot Camp Process?
- If students did not engage in the Katz Boot Camp Process, what were the reasons?

Contact

Katie Bennett | Assistant Director, Katz Career Management Center
412-334-5921 | KLBennett@katz.pitt.edu

Project 3: 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.

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 2017-2018 Placement Data and 2017-2018 First Destination Survey Data.

Goals

This project would produce information about the following and others: Placement and Internships; Placement and Handshake Logins; Placement and College/Major; Placement and Use of Resources.

Site Contact

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

Project 4: Attainment of Outcomes through LLC Membership at Chatham

Chatham University

Living Learning Communities, Office of Residence Life – Student Affairs

Context

Chatham University currently offers two living learning communities on campus: the Women's Leadership LLC and the Honors Program LLC. These LLCs offer an immersive experience in their topic area and intend to enhance student knowledge in that area, connection to faculty & staff, and promote a stronger sense of community development than a traditional residence hall setting. These are yearlong residential programs that resident students self-select into and they must complete an application process when applying for housing. Through an orientation, monthly special events, and intentional community interaction, members of these LLCs have the opportunity to enhance their learning outside of the classroom in areas that they find passion for while building social connections. Faculty and staff working with these LLCs play a critical role in supporting students and building more significant relationships that support academic goals, career aspirations, and community engagement across multiple aspects of campus life.

About LLCs at Chatham

Chatham is dedicated to preparing students to be informed and engaged citizens within their communities, both on and off campus. The Office of Residence Life – Student Affairs commits to supporting this mission through our Living Learning Communities (LLCs).

- LLCs strive to encourage health & wellness in all facets of living on-campus.
- As drivers of experiences outside of the classroom, LLCs seek to provide students with opportunities to become active & lifelong learners focused on community & public engagement.
- Leadership and engagement opportunities help students explore academic and cultural interests.

LLC Housing Standards:

1. Residents are expected to represent themselves as positive community members both within the house and on campus.
2. Residents should respect and appreciate the differences of those living within the residential, campus, and global communities.
3. Residents must be welcoming to new people and experiences.
4. Residents are expected to encourage other Chatham University students, faculty, and staff to participate in experiences relating to the LLC Focus Area.
5. Residents are encouraged to create and uphold Community Standards that benefit the entire community throughout the year.

LLC Engagement Expectations:

1. Residents will participate in an LLC Orientation in August.
2. Residents will regularly attend community gatherings and meetings. These include monthly meetings with the community.
3. Residents are encouraged to discuss programming suggestions, ideas or concerns with their RA or GRD.
4. Residents are required to attend a minimum of 4-5 LLC-approved programs each semester.
5. New LLC Students will engage in topic exploration during the Fall semester with facilitation a program or initiative during Spring semester
6. Returning students will facilitate a program or initiative both semesters.
7. Residents are required to participate and engage in Program, Initiative, & Campaign Implementation.

Description

Incoming students can complete an LLC application within their original housing application via our online portal. Returning students complete their application prior to completing their housing application for participation in Housing Selection in the Spring. Accepted applicants receive housing assignments in Rea House (Honors Program) or Laughlin House (Women's Leadership).

Upon arriving on campus, all residents participate in a program orientation during the first week of the semester within their respective residence hall. Each week, residents attend varied programs or community-based gatherings to develop their sense of community and connect with the Greater Chatham Community. Residence Life is very interested in understanding the quality and effectiveness of these LLCs from the varied perspectives of the student participants. 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 residential living learning program in higher education today, and to contribute to program refinement, as appropriate.

The most direct audiences for the evaluation are the Office of Residence Life and the Office of the Dean & Vice President of Student Affairs. In support of these aims, this evaluation 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 LLC program for its resident students and Resident Assistant leaders? What features of the program contribute to this?
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 are involved as collaborators in the LLC Program, what is their understanding of the program and its benefits for students?

Goals

What is the underlying theory of the program, how effective is it in meeting its goals, and how well does it match participants' experiences? Some criteria for evaluating the program quality likely to be included as components of the evaluative criteria:

- Considerations of inclusion & social/academic integration (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

Devin Fabian, Assistant Director of Residence Life
dfabian@chatham.edu

Project 5: PittServes and PMADD

Office of PittServes University of Pittsburgh Division of Student Affairs

Context

Mission: PittServes is a catalyst for students and communities to engage in action that creates impactful change.

Vision: To achieve resilient and equitable communities and inspire civically minded individuals.

Values

Advocacy: We strive to amplify the voices of our community.

Collaboration: We believe in inclusive, mutually-beneficial, respectful and reciprocal relationships.

Disruption: We provide the tools to challenge and change preconceived systems.

Education: We encourage critical learning through the expansion of knowledge

Engagement: We create, promote and engage in ethical, meaningful action.

Humility: We acknowledge the importance of the past and cultural injustices to inform our actions to create a better future.

Innovation & Creativity: We support innovative and diverse ideas by creating space and connections.

Transparency: We build trust by practicing open and honest communication.

Social Justice: We value the understanding of the importance of equity and access in our work and communities.

Sustainability: We work towards a world that is environmentally resilient, socially just, and economically stable.

Description

PittServes is a University-wide initiative that engages Pitt students in ethical and sustainable service to the community on a local, national and international scale. Our focus on sustainability, education and community development allows us to increase student community service and broaden our impact. PittServes supports University of Pittsburgh students with community engagement opportunities through meaningful service and student development. By engaging with PittServes, students cultivate relationships within our greater community, complement classroom learning experiences, and create foundations for a lifelong commitment to service.

Pitt Make a Difference Day (PMADD) is entering its 12th year at the University of Pittsburgh. PMADD is available to all faculty, staff and students. Registration will open the first week of September for the upcoming event held this year on October 19th.

Goals

The goal of this assessment is to better understand:

- What do students currently believe works well with PMADD?
- Do students find PMADD to be an impactful/beneficial experience?
- What are some improvements that students would like to see with PMADD?
- What value did the students find in PMADD
- If students did not engage in PMADD, what were the reasons?
- How do students see this event connecting with life after graduation and/or in the classroom?
- How does this event influence a students' path to active citizenship?
- What is the community/student perception of this day of service and its connection to the Plan for Pitt Goal #3?

Contact

Chaz Kellem | Director, Office of PittServes

412-624-9293

Crk80@pitt.edu

Project 6: Pitt Student 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/experience with it as well as campus policies.

Overall Goals

We hope to learn how students understand the Code as well as ways that outcomes, programs, policies, and services related to the Office can be improved. More detail will be negotiated with the site contact.

Contact

Matt Landy, Assistant Conduct Officer
mal130@pitt.edu

ADMPS 2056: Student Services Program Assessment Course Schedule

* indicates readings available on CourseWeb

+ indicates reading available via PittCat

Week 1 Aug. 27 Course Overview & Introduction to Assessment in Student Affairs

Readings to Complete Prior to Class

- *ACPA (2006). ASK (Assessment Skills and Knowledge) Content Standards for Student Affairs Practitioners and Scholars
- Henning & Roberts, Chapters 1-2
- Leconi, Parts 1 and 2
- Schuh & Upcraft, Chapter 1

Week 2 Sept. 3 NO CLASS MEETING
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Week 3 Sept. 10 Types of Assessment

Readings to Complete Prior to Class

- Henning & Roberts, Chapters 3-5
- Leconi, Parts 3 and 4
- Schuh & Upcraft, Chapter 2

Week 4 Sept. 17 Quantitative Data Collection and Analysis

Readings to Complete Prior to Class

- Henning & Roberts, Chapters 7-9
- *Garvey et al. (2017). Improving the campus climate for LGBTQ students using the Campus Pride Index. *New Directions for Student Services*, 159, 61-70.
- *Lysy (2013). Development in quantitative data display and their implications for evaluation. *New Directions for Evaluation*, 139, 33-51.
- *Rankin & Garvey (2015). Identifying, quantifying, and operationalizing queer spectrum and trans-spectrum students: Assessment and research in student affairs. In D. L. Stewart et al. (Eds.) *Gender and sexual diversity in US higher education: Contexts and opportunities for LGBTQ Students*.
- *Sundt et al. (2017). Using data to guide diversity work and enhance student learning. *New Directions for Student Services*, 152, 93-103.

Supplemental Readings

- Schuh & Upcraft, Chapters 5, 8

Week 5 Sept. 24 Qualitative and Mixed Methods Data Collection and Analysis

Readings to Complete Prior to Class

- Henning & Roberts, Chapters 10-12
- *Henderson & Segal (2013). Visualizing qualitative data in evaluation research. *New Directions for Evaluation*, 139, 53-71.
- *Ro et al. (2018). New(er) methods and tools in student affairs assessment. *New Directions for Institutional Research*, 175, 49-65.

Supplemental Readings

- Schuh & Upcraft, Chapters 3-4

Due Sept. 27	Assessment Project: Assessment Plan & Group Participation
Week 6 Oct. 1	<p style="text-align: center;">No Class Meeting – Assessment Team Meetings This Week</p> <p>Readings to Complete Prior to Team Meeting</p> <ul style="list-style-type: none"> ▪ Bresciani et al., Chapters 8-10 ▪ Henning & Roberts, Chapter 17

Week 7 Oct. 8 Outcomes-Based Assessment

Readings to Complete Prior to Class

- Bresciani et al., Chapters 1-4
- Henning & Roberts, Chapter 6
- +Smithers (2019). Chapter 7: How should institutions redefine and measure student success. In P. M. Magolda et al. (Eds.). *Contested issues in troubled times: Student affairs dialogues on equity, civility, and safety*. Sterling, VA: Stylus. **(available for access via Pitt Cat)**

Week 8 Oct. 15 Ethics, Politics, Contexts, and Student Voice

Readings to Complete Prior to Class

- Henning & Roberts, Chapters 15-16
- Schuh & Upcraft, Chapter 32
- *Barr et al. (2014). Advocating for some students while serving all students. *Making change happen in student affairs*. San Francisco, CA: Jossey-Bass.
- *Grabeau & Stoltzenberg (2018). Incorporating emergent voices in student affairs assessment. *New Directions for Institutional Research*, 175, 25-47.
- +Pope, Reynolds, & Mueller (2019). Chapter 6: Multicultural competence in assessment, evaluation, and research. In *Multicultural competence in student affairs: Advancing social justice and inclusion* (2nd ed.) San Francisco, CA: Jossey-Bass. **(available for access via PittCat)**
- +Henning & Trout (2019). Chapter 20: How can/should student affairs educators use assessment to improve educational practices related to equity, civility, and safety? And Assessment as power: Using our privilege to center the student voice. In Magolda et al. (Eds.). *Contested issues in troubled times: Student affairs dialogues on equity, civility, and safety*. Sterling, VA: Stylus. **(available for access via PittCat)**

Due	Oct 18	Assessment Project: Analysis Plan & Group Participation Assessment
Week 9	Oct. 22	No Class Meeting – Assessment Team Meetings This Week

Week 10 Oct. 29 Challenges, Barriers, and Social Justice

Readings to Complete Prior to Class

- Schuh & Upcraft, Chapter 33
- Bresciani et al., Chapters 8-10
- *Balsler & Kniess (2018). Challenges and barriers in student affairs assessment. *New Directions for Institutional Research*, 175, 81-88.
- *Bourke (2017). Advancing toward social justice via student affairs inquiry. *The Journal of Student Affairs Inquiry*, 1-14.

Week 11 Nov. 5 Toolkit Presentations

Review to Prepare for Presentations

- Schuh & Upcraft, Part 3
- Middle States – <https://www.msche.org/>
- SACS – <http://www.sacscoc.org/>

Week 12 Nov. 12 Toolkit Presentations

Review to Prepare for Presentations

- Schuh & Upcraft, Part 4
 - CIRP <http://www.heri.ucla.edu>
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- NSSE <http://nsse.indiana.edu>

Week 13	Nov. 19	No Class Meeting – Assessment Team Meetings This Week Readings to Complete Prior to Team Meeting <ul style="list-style-type: none">▪ Bresciani et al., Chapters 5-6▪ Henning & Roberts, Chapters 13-14
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Nov. 26	NO CLASS MEETING – Thanksgiving Break
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Week 14	Dec. 3	Assessment Project Practice Presentations
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Week 15	Dec. 10	Assessment Project Presentations
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<i>Due</i>	Dec. 13	Assessment Project Report & Group Participation Assessment
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