

ADMPS 2056: Student Services Program Assessment
University of Pittsburgh
Fall 2020
Online Class (Synchronous and Asynchronous Classes)
Synchronous Classes: Mondays, 6:00-8:30

Dr. Darris R. Means

Associate Professor

Pronouns used: he, his, his

darris.means@pitt.edu

Office Hours: By Appointment (best arranged by email)

* I will reply to all emails within 48 hours Monday-Friday when I am not out of the office. I do not check or respond to emails over the weekend.

Jenay Willis

Teaching Colleague

Pronouns: she, her, hers

JEW149@pitt.edu

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

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

Course Website and Additional Readings

The course website is located on Canvas. The course website includes the syllabus, course materials, and course readings outside of the textbook. **You will submit some assignments via Canvas and others through email (I indicate this information below with the list of assignments). Please note that you SHOULD NOT use Canvas to email Dr. Means; please email him directly using the University of Pittsburgh's email system.**

**The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

Academic Accommodations

If you require special accommodations or classroom modifications, please notify both the instructor and Disability Resources and Services by the end of the first week of the term. The office of Disability Resources and Services is located in 140 William Pitt Union (412-648-7890 [voice or TDD]), and their website is at: [<http://www.drs.pitt.edu>]. If you have a physical, learning, or emotional disability, please let me know as early as you can so that I can accommodate you.

Academic Integrity

All students are expected to adhere to the standards of academic honesty. Any student engaged in cheating, plagiarism, or other acts of academic dishonesty would be subject to disciplinary action. 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 (<https://www.provost.pitt.edu/faculty/academic-integrity-freedom/academic-integrity-guidelines>). This may include, but is not limited to the confiscation of the examination of any individual suspected of violating the University Policy.

Basic Needs Security

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact The Care and Resource Support Team (412-624-5756 or PittCares@pitt.edu). Furthermore, please notify the professor if you are comfortable in doing so. This will enable him to provide any resources that he may possess.

Methods of Instruction, Course Expectations, and Course Policies

The course will employ a variety of approaches to instruction, including small and large group discussion, online discussion boards, activities, guest speakers, and lecture. Students will also be placed in project teams; each project team will meet regularly during the course, complete an assessment project (see details below), and complete an assessment toolkit presentation. Given the format employed in this course, student engagement in discussions and learning activities are imperative. Participation is valued when students build upon one another's contributions; provide meaningful connections to the readings; and increase the complexity and fruitfulness of the discussion. Therefore, your professional and active involvement in the process is essential for your successful completion of this course. In addition, I do not view myself with all the knowledge related to assessment. Instead, I view myself as a facilitator of learning, and I am here to learn alongside you this semester. In addition, I believe you are responsible for your learning and development. If you are not being challenged, please let me know and I am happy to offer additional recommended readings. If you need additional support as you complete the course, please let me know and I am happy to meet with you.

Attendance

This course meets asynchronously and synchronously Mondays from 6:00-8:30pm EST via Zoom, and via one-on-one virtual or phone meetings, making attendance at all sessions absolutely essential. You need to be present to engage fully in the course content. However, students can and should miss class in order to observe religious holidays not formally recognized by the University. Please notify Dr. Means prior to the start of class should you need to be

**The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

absent. If you need to miss class on a day you are presenting, you will be asked to submit a 4-5-page paper no later than a week following the missed class in response to a prompt provided by the instructor related to the course or assigned readings for that week (please note I have attempted to avoid having assignments due on a religious holiday, but, if I have overlooked a holiday you observe, please let me know). The paper will be graded to replace your grade for the missed presentation. The paper should be submitted via email to Dr. Means.

Statement on Classroom Recordings

Please be aware that I will record all lectures and presentations that occur during synchronous courses via Zoom in order to meet the accommodation needs of all students.

Equity and Justice Statement

In this course, you will be challenged to consider and to advance equity and justice in higher education through assessment. My goal is to create an online learning environment where everyone, including myself, is challenged and supported to grow and learn.

My Thoughts on COVID-19 Pandemic and the Course

My primary concern as we move through the semester is your well-being and the well-being of your family members, friends, and your community. While I have high expectations that you will remain engaged in the course, you should communicate directly with me if you find yourself in a situation where you need additional support or accommodations. Recognizing the stress of the COVID-19 pandemic, I have made several decisions as an instructor to ensure an engaging yet reasonable course. For example, I have thought carefully about course readings and assignments and only included course readings and assignments that I believe are essential to meeting the learning outcomes for the course.

Cell Phones/On Call/Laptops

If you bring a cell phone to class, please be sure it is either off or set to a silent mode. Should you be on call as part of professional responsibilities, please advise Dr. Means at the start of each class. Please refrain from texting, emailing and internet browsing during class.

APA Writing Style

For this course, the acceptable citation format is the *Publication Manual of the American Psychological Association* (7th edition). Students are also asked to check all submitted written works for grammar/spelling and syntax errors. You are encouraged to utilize the Pitt Writing Center (<https://www.writingcenter.pitt.edu/graduate-services>) for assistance with grammar, sentence structure, and organization.

Late Submissions

As a matter of fairness and courtesy to all students, penalties for late submission of student work may be assessed. Except in cases of acute emergencies, all late work is subject to a 10-percent reduction in grade for each day that it is late.

Course Assignments

Course requirements include oral and written assignments that involve individual and group work. Your final grade will be calculated using the following scale (%): A+ 97-100; A 93-96; A- 90-92; B+ 87-89; B 84-86; B- 80-83; C+77-79; C 74-76; C- 70-73; Less than 70 is an F. **Please note I do not round up final grades.**

**The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

You will be evaluated on the following items:

- I. **Assessment Project (Learning Outcomes 1-4) (50 Points):** 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 at the end of the syllabus. During the first synchronous class, each project team will meet to discuss project team guidelines and roles and responsibilities. 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.** For the assessment project components, you will receive written and/or verbal feedback from me, but I will not give you a grade on each assignment. Instead, each project team will meet with me twice this semester to discuss progress and questions. At the end of the semester, each project team will submit a brief overview of their proposed grade and justification for their grade (**This is due by 4:00pm on Monday, December 7th**). In addition, the project team should consider the feedback of the client in determining their final grade (**I will ask site contacts to share feedback by 5:00pm on Thursday, December 3rd**). If I agree with your assessment, this will then become your final grade for the assessment project.

Assessment Project Components

- a. **Framework for the Assessment Project (Due by 4:00pm on Monday, September 21st):** For this assignment, you are asked to review the description in the syllabus for your assigned assessment project and to meet with the site contact to introduce yourself and to learn if there is context you should know about before moving forward with the assessment project. This is also an opportunity for you to ask if current questions you may have about the site or the student population you will be assessing for the project. After your meeting, you will submit a 1-2-page document via Canvas that outlines (a) three takeaways from the meeting with the site contact, (b) a description about the type of assessment you will conduct for the project (e.g., tracking usage, satisfaction, needs, outcomes, campus climate, program review) and your rationale for the chosen assessment type, and (c) three strategies you will implement during the project to center ethics and/or equity and justice. **Please have one team member submit the assignment via email to Dr. Means and you should copy the other team members.**
- b. **Assessment Data Collection Plan (Due by 4:00pm on Monday, October 5th):** For this assignment, you will submit a 1-2-page document that outlines the following: (a) sampling procedures and rationale; (b) participant recruitment strategies and rationale; (c) data collection plan and rationale, including any technology you will use to collect data; and (d) overview of ethical considerations as you collect data. If applicable, you should also include any instruments you will use for the assessment (e.g, interview protocol, survey). It is also

**The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

recommended that you share with your site contact for any potential feedback.

Please have one team member submit the assignment via email to Dr. Means and you should copy the other team members.

- c. **Assessment Data Analysis Plan (Due by 4:00pm on Monday, October 19th):** For this assignment, you will submit a 1-2-page document that outlines the following: (a) data analysis plan and rationale, including any technology you will use to analyze data; (b) description of how you will address validity, reliability, and/or trustworthiness; and (c) overview of ethical considerations as you analyze and report data. **Please have one team member submit the assignment via email to Dr. Means and you should copy the other team members.**
- d. **Assessment Final Report (Due by 4:00pm on Monday, November 16th):** For this assignment, you will write a 2-3-page executive summary report that highlights the projects goals, the methods (data collection and data analysis procedures), important results, and conclusions or recommendations. After you submit the document and receive feedback, you should prepare the report to submit to the site contact. **Please have one team member submit the assignment via email to Dr. Means and you should copy the other team members.**
- e. **Assessment Project Final Presentation (In-Class Presentation on Monday, November 30th):** You will present your assessment final presentation twice: (a) for the class on Monday, November 30th so your colleagues and instructors can learn more about the results of your project and (b) for your site contact so your site contact can hear a verbal presentation of your project and ask follow-up questions if needed (you are responsible for arranging a time to present your findings and to share the written report with your site contact by Wednesday, December 2nd). The assessment final presentation should be no longer than 12 minutes and should include the following components: projects goals, the methods (data collection and data analysis procedures), important results, and conclusions or recommendations.

Rubric for Assessment Project

- a. **50 points:** Your team spent significant effort and time in completing each component of the assessment project. You planned in advance to ensure that you were doing your best work for the site contacts. Your team thoughtfully incorporated feedback from the instructor into your assessment project or had rationale for not making changes. You submitted all assignments on time. Finally, you took charge of this assignment and believe you all did excellent work for your site contacts.
- b. **45 points:** Your team spent effort and time in completing each component of the assessment project. You submitted your best work majority of the time. You thoughtfully incorporated majority of feedback from the instructor into your assessment project or had rationale for not making changes. You may have been late to submit one assignment but majority of your assignments are submitted on time. Finally, you believe you did good work for the site contacts, but you believe you could have done better work if you put in more effort into the assessment project.

**The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

- c. **40 points:** While you made tremendous progress this semester with the assessment project, you mostly waited until the last minute to complete tasks. You incorporated some feedback from the instructor into your final project or provide some justification for changes you did not make for each assignment. You may have been late to submit two or more assignments but majority of your assignments were submitted on time. Finally, you believe you did average work for the site contacts, and you could have done much better work if you had put in more effort into the assessment project.
- d. **35 points:** You found yourself “going through the motions” to complete each assessment assignment. You did learn new things and you made progress, and you realize that you could have put significantly more effort and time into each assessment assignment. You did not incorporate most feedback from the instructor into your final portfolio or mostly did not have justification for changes you did not make for each assignment. Most of your assignments were late. Finally, you believe you did below average work for the site contacts.

II. Assessment Toolkit Presentations (Learning Outcomes 1-2) (10 Points; Presentation on November 16th): 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 various method approaches that could be applied to collecting and analyzing assessment data, the ways assessment works in different functional areas, or national resources that can support assessment work. You will complete the assignment with your assessment project team. To this end, your project team may 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. In addition to your presentation, you should upload a visual guide to Canvas that reflects your presentation (e.g., PowerPoint, handout) by 4:00pm on **Monday, November 16th**. We will select topics during the first synchronous class. You will be graded on the clarity and thoroughness of your presentation and visual guide.

Focus of Presentation	Presentation Topic Options
Methodological Approaches to Assessment	<ul style="list-style-type: none"> ▪ Participatory Action Research ▪ Photo-elicitation
Assessment in Different Functional Areas	<ul style="list-style-type: none"> ▪ Residence Life ▪ First Year Experience ▪ Career Services ▪ Fraternity and Sorority Life ▪ Campus Recreation ▪ Campus Unions ▪ Health and Counseling ▪ Diversity and Multicultural Programming ▪ Admissions and Financial Aid

**The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

	<ul style="list-style-type: none"> ▪ Academic Success ▪ College Access Programs
National Resources that can Support Assessment Work	<ul style="list-style-type: none"> ▪ CIRP Freshman Survey ▪ NSSE

III. Short Papers (Learning Outcomes 1-3) (10 points each): Students will write three short analytic papers addressing the previous class' topic to be submitted by 4:00pm on the day of the next class. In other words, if a student is submitting a short paper addressing the topic and readings for Class 6, it is due by 4:00pm on the day of Class 7. **Students may select topics for any of the weeks: 1, 2, 3, 4, 5, 6, 8, 10, and 14.** Students are expected to critically engage an issue that came out of the reading and classroom discussion. This assignment **should not** be approached as a summary of the assigned readings and is not limited to the materials assigned for class. This assignment allows (a) me to gauge students' understanding of the content and (b) students to engage with the reading and communicate their ideas. Students may submit the papers on the weeks of their choosing. These papers will be 1-2 pages double-spaced and formatted in APA style. **All short papers should be submitted via Canvas.**

IV. Participation (Learning Outcomes 1-4) (10 points): At the end of the semester, you will grade your participation and commitment to the course. In addition, your assessment project team will provide input on your participation. **The rubric will be submitted to Dr. Means via email by 4:00pm on December 7th.** The following rubric will be used to evaluate your participation:

- a. **Unsatisfactory (0-4 points)** – Uninvolved in the course, including not being present or not contributing to the overall course, the assessment project, and assessment toolkit presentation.
- b. **Minimally acceptable (5 points)** – Minimally involved, including being present but not attentive and late with deadlines and assignments.
- c. **Below Average (6 points):** Passive participation including being present, awake, alert, attentive, but not actively involved in the overall course, the assessment project, and the assessment toolkit presentation. Make irrelevant contributions that inhibit the progress of the others.
- d. **Average (7-8 points):** Reactive participation; only participated when instructor or colleagues asked for their help or support, but they do not provide supportive, follow-up contributions that are relevant and of value.
- e. **Above Average (9 points)** –Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others in the course, assessment project, and the assessment toolkit presentation.
- f. **Excellent (10 points)** – Proactive participation through leading, originating, informing, and challenging contributions that reflect in-depth thought, and analysis of the topic under consideration. This does not mean dominating discussion or using a lot of words to say little.

**The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

ADMPS 2056: Student Services Program Assessment Course Schedule
** indicates readings available on Canvas +indicates reading available via PittCat*

Wk	Date	Course Content	Assignments
1	August 24 (asynchronous)	<p>Course Overview and Introduction to Assessment in Higher Education and Student Affairs</p> <p>Required Reading:</p> <p>*The Syllabus</p> <p>*ACPA (2006). ASK (Assessment Skills and Knowledge) Content Standards for Student Affairs Practitioners and Scholars</p> <p>+Henning & Roberts-Foreword, Preface, and Chapter 1</p> <p>*Upcraft, M. L., & Schuh, J. H. (2002). Assessment vs. research: Why we should care about the difference. <i>About Campus</i>, 7(1), 16-20.</p>	<p>Online Discussion Post due by 11:59pm on Sunday, August 30th</p>
2	August 31 (synchronous)	<p>The Assessment Process</p> <p>Required Reading Prior to Class:</p> <p>+Henning & Roberts-Chapters 2-4</p>	
3	September 7 (asynchronous)	<p>Ethics, Politics, and Equity in Assessment</p> <p>Required Reading:</p> <p>*Balsler, T. J., & Kniess, D. (2018). Challenges and barriers in student affairs assessment. <i>New Directions for Institutional Research</i>, 175, 81-88.</p> <p>+Henning & Roberts-Chapter 15 and 16</p> <p>*Grabeau, A. A., & Stoltzenberg, E. B. (2018). Incorporating emergent voices in</p>	<p>Online Discussion Post Submission due by 11:59pm on Sunday, September 13th</p>

**The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

		<p>student affairs assessment. <i>New Directions for Institutional Research</i>, 175, 25-47.</p> <p>+Pope et al. (2019). Chapter 6: Multicultural competence in assessment, evaluation, and research. In <i>Multicultural competence in student affairs: Advancing social justice and inclusion</i> (2nd ed.) Jossey-Bass. (available for access via PittCat)</p>	
4	September 14 (synchronous)	<p>Types of Assessment and Outcomes</p> <p>Required Reading Prior to Class:</p> <p>+Henning & Roberts-Chapters 5 and 6</p>	
5	September 21 (synchronous)	<p>Quantitative Data Collection and Analysis in Assessment</p> <p>Required Reading Prior to Class:</p> <p>+Henning & Roberts-Chapters 7-9, 18</p> <p>*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.) <i>Gender and sexual diversity in US higher education: Contexts and opportunities for LGBTQ Students</i>.</p> <p>*Sundt, M. A., Cole, D., & Wheaton, M. (2017). Using data to guide diversity work and enhance student learning. <i>New Directions for Student Services</i>, 152, 93-103.</p>	<p>Framework for the Assessment Project due by 4:00pm on Monday, September 21st via email to Dr. Means</p>
6	September 28 (synchronous)	<p>Qualitative and Mixed Methods Data Collection and Analysis in Assessment</p> <p>Required Readings Prior to Class:</p> <p>+Biddix, J. P. (2018). Chapter 14: Exploring mixed methods. In <i>Research methods and applications for student affairs</i>. John Wiley & Sons. (available for access via PittCat)</p> <p>+Henning & Roberts-Chapters 10-12</p>	

*The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

7	October 5 (synchronous)	Project Team Meetings with Dr. Means and Project Team Work (You are encouraged to use the class time to work together on your assessment project and research toolkit presentation)	Assessment Data Collection Plan due by 4:00pm on Monday, October 5th via email to Dr. Means
8	October 12 (synchronous)	Qualitative and Quantitative Data Analysis Review and Sharing Assessment Results Required Readings Prior to Class: +Henning & Roberts-Chapter 13 *Henderson, S., & Segal, E. H. (2013). Visualizing qualitative data in evaluation research. <i>New Directions for Evaluation</i> , 139, 53-71. *Lysy, C. (2013). Development in quantitative data display and their implications for evaluation. <i>New Directions for Evaluation</i> , 139, 33-51.	
9	October 19 (synchronous)	Project Team Meetings with Dr. Means and Project Team Work Day (You are encouraged to use the class time to work together on your assessment project and research toolkit presentation)	Assessment Data Analysis Plan due by 4:00pm on Monday, October 19th via email to Dr. Means
10	October 26 (synchronous)	Using Assessment Results Required Reading Prior to Class: +Henning & Roberts-Chapter 14	
11	November 2 (synchronous)	Assessment in Higher Education Guest Speaker: Dr. Raphael Coleman from Columbia University	
12	November 9	No Class: Project Team Work Day (You are encouraged to use the class time to work together on your assessment project and/or assessment toolkit presentations)	
13	November 16 (synchronous)	Assessment Toolkit Presentations Project Team 1: Residence Life	Assessment Toolkit Presentations Assessment Final Report due by

**The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

		Project Team 2: Health and Counseling Project Team 3: College Access Programs Project Team 4: Campus Unions Project Team 5: Fraternity and Sorority Life Project Team 6: Career Services	4:00pm on Monday, November 16th via email to Dr. Means
14	November 23 (asynchronous)	Culture of Assessment and the Future of Assessment Required Reading: +Henning & Roberts-Chapters 17 and 19	Online Discussion Post Submission due by 11:59pm on Sunday, November 29th
15	November 30 (synchronous)	Assessment Project Final Presentations	Assessment Project Final Presentations
	December 7	No Class	Assessment Project Rubric due by 4:00pm on December 7 via email to Dr. Means Participation Rubric due by 4:00pm on December 7 via email to Dr. Means

**The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

Assessment Project Sites

Project 1: Understanding Student Employment Values

University of Pittsburgh Joseph M. Katz Graduate School of Business

Career Management and Corporate Engagement Center

Project Team Members: Bolger, Lombardi, Moran, and Rahach

Context

The objective of the Career Management and Corporate Engagement (CMCE) Team 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 CMCE team's mission centers around the 4 Es:

- **Engage** with students, employers, alumni, and industries
- **Educate** students on skills and best practices to manage their careers
- **Empower** students to develop a job plan that propels their career journey
- **Evolve** methods and communication styles to connect students in job markets

The team works with students from all over the world pursuing MBA and Specialized Master's (MS) degrees, including: 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

When making decisions related to full-time employment, students consider factors ranging from salary and geography to professional development opportunities and a culture of diversity. The CMCE team strives to meet students' needs by connecting them with employers of interest. In order to evaluate and strengthen the relationships with existing recruiters and target additional employers that meet the most important student criteria, the CMCE team is interested in hearing directly from students about what they value in potential employers, and how much each of those values influences students' ultimate decision to accept an offer. While each student is unique, the CMCE team is also looking to better understand if attitudes vary by program type (MBA and MS) as well as by students' immigration status (US or international citizenship).

Goals

The goal of this assessment is to better understand:

- What factors most specifically influence how a student develops their job search strategy?
- How do students decide which factors are most important in the job search?
- What, if any, are the differences between the employment values of MBA and MS students?
- What, if any, are the differences between the employment values of US and International students?

Site Contact

Katie Bennett, Assistant Director, Katz Career Management and Corporate Engagement Team

**The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

412-334-5921; KLBennett@katz.pitt.edu

Sam Musselman, Program Manager, Employer Engagement
412-328-9581; scm66@pitt.edu

**The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

Project 2: Understanding Student Employment Values
University of Pittsburgh Dietrich School of Arts & Sciences

Project Team Members: Amoroso, Craven, Gadalla, and Nelson

Context

The site is the home of the Dietrich School Recruitment Team. We work with prospective students and their families assisting them with their visits to the Dietrich School. A primary feature of the Dietrich School Recruitment Team is our Ambassador Team. They are the ‘boots on the ground.’ Under normal circumstances, they give tours to prospective students and their families. Since we’ve gone remote due to Covid-19, they have been assisting with the virtual information sessions that we provide twice a week and help co-host our weekly Instagram Lives.

Project

I want our Ambassador team assessed. The question I’d like answered is how we can foster more of a sense of community. We’ve struggled with cliquiness in the past I would love an outsider’s perspective on how to improve the Ambassadors’ experience in the program. I also would like our customer service practices assessed. The question I’d like answered is how we can achieve even more effectiveness in this area.

Goals

I hope to learn how to elevate the team even more in ways that we perhaps have not considered yet. We’re always striving to set our program apart from other recruitment programs within Pitt and externally. We’re still a very young team. We are given a lot of freedom concerning the changes that we can implement.

Site Contact

Madeleine Fahlbusch
Undergraduate Recruitment Coordinator
maf272@pitt.edu

**The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

Project 3: Supporting First-Generation, Low-Income Students and Students with Disabilities at a Community College

Central Piedmont Community College's TRIO Student Support Services

Project Team Members: Benfer, Ross, Sheeley, and Tatone

Context

Central Piedmont Community College is located in Charlotte, NC and serves over 50,000 degree-seeking and continuing education students each year. Central Piedmont Community College has TRIO Student Support Services, a federal grant program that provides academic and social support for first-generation college students, Pell-eligible, and/or students with disabilities as they persist in their degree programs. TRIO Student Support Services at Central Piedmont Community College serves 175 students. Our goal is to support students to graduate from Central Piedmont Community and/or transfer to a bachelor degree awarding institution.

Project

In the past, we have used a [survey](#) developed by other programs, but we are looking to update the survey and to understand students' needs related to college preparedness and financial literacy.

Goals

Through the project, we would like to know the students' college preparedness and what areas they need the most help in as they receive support from TRIO Student Support Services. We would also like to learn more about students' level of financial literacy.

Site Contact

Brandon Gordon

Student Counselor

brandon.gordon@cpcc.edu

**The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

Project 4: Exploration of Career Center Appointments and Job Placement Rate
University of Pittsburgh's Career Center

Project Team Members: Greenblatt, Schaub, and Westley

Context

The Career Center staff members work with undergraduate and graduate students across Pitt for assistance with internships, jobs, and graduate schools.

Project

We have fairly robust data for student appointments and placement rate of our recent graduates. I would like to examine the correlation between appointments in our office and placement rate. All of this data currently exists so there would be no data collection and it would just be the analysis.

Goals

The goal is to understand how having appointments with the Career Center staff correlates with placement rate.

Contact

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

**The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

Project 5: Emotional Well-Being Needs of Fraternity and Sorority Students
Wofford College
Office of Fraternity and Sorority Life

Project Team Members: Jones, Lausberg, and Lewis

Context

The Office of Fraternity and Sorority Life (FSL) oversees twelve fraternities and sororities (currently only 11 are active). FSL frequently partners with other departments in Campus Life and Student Development to carry out the mission of the division.

Project

I am interested in better understanding how our fraternity and sorority members currently prioritize their mental health. How are they balancing their responsibilities while giving themselves the fuel they need to promote their own well-being? How is the COVID-19 pandemic impacting their well-being?

Goals

I am interested in the following: How do members in our fraternity and sorority community at Wofford feel about their current mental health? Do our Greek members feel like they have a good balance in their lives as it relates to self-care? What do our fraternity and sorority members need to better promote emotional well-being in their own lives and in their organizations?

Contact

Matthew Hammett
Assistant Dean of Students
Hammettmk@wofford.edu; 864-597-4048

**The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

Project 6: Pathways for Civic Growth

Project Team Members: Ehlis, Nickas, Romano, and Zangaro

Context

The Office of PittServes was created 6 years ago to provide Pitt students with a variety of opportunities for service. With programs categorized under 3 “pillars of service” (sustainability, education and community development), students are able to participate in short term as well as long term service opportunities. In 2018, PittServes participated in the pilot research study, [Pathways for Civic Growth](#). Using the Civic Pathways framework developed by Stanford University Haas Center for Public Service, this research study assessed two primary goals: 1) creating better access to experiences for Pitt students who are inclined toward civic engagement and 2) helping students to build a progressive portfolio of civic engagement experiences that are meaningful to them over the length of their educational careers at Pitt. In summer of 2020, PittServes has adapted this approach and findings of this research study to be used in the current rebranding efforts of the office.

Project

PittServes recently instituted the Pathways for Civic Growth, which focuses on the following pathways for civic engagement: (a) community engaged learning and research, (b) community organizing and activism, (c) direct service, (d) philanthropy, (e) policy and governance, and (f) social entrepreneurship and corporate social responsibility. However, PittServes is often viewed by students as an office for direct service opportunities. The goal of the project is to better understand students’ perceptions of current programs in the pathways outside of the direct service pathway and to better elevate and bring awareness about the other pathways through PittServes.

Goals

Pitt Serves is rebranding to showcase and expand the various civic engagement opportunities through their office. To support PittServes, the staff would like the following questions answered through the assessment project: (a) What are students’, students involved with PittServes and students not involved with PittServes, perceptions of program opportunities available through the various pathways outside of the direct service pathway?, (c) Besides the direct service pathway, what are potential areas of growth for the various pathways? (b) Besides the direct service pathway, how could PittServes better advertise the opportunities available through the various pathways for civic engagement?

Contact

Shenay Jeffrey
Assistant Director of PittServes
shenay.jeffrey@pitt.edu

**The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*