EFOP 2056: Student Services Program Assessment

Fall 2021 | Wednesdays 6:00-8:40pm | G8 Cathedral of Learning

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Instructor

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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 scheduled by appointment. If you need to have a conversation with me about something in the course, I am glad to arrange meetings as needed. Just send me an email with three or four possible times on Tuesdays or Wednesdays, and we will schedule a mutually convenient time to chat.

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. **[on PittCat]**

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

Recommended:

Bresciani, M. J., Gardner, M. M., & Hickmott, J. (2009). *Demonstrating student success: A practical guide to outcomes-based assessment of learning and development in student affairs.* Stylus. **[on PittCat]**

COURSE POLICIES

Attendance and Course Engagement
Students are expected to complete assigned readings prior to class and participate in course discussions. As graduate students, learners should think critically, participate actively, and engage willingly in order to enhance their own learning as well as the learning of others. In order to prepare for class, students should: (a) complete the assigned readings, (b) take notes on readings, and (c) determine the main themes/topics within the readings, as well as areas where they have questions or need additional clarity. Preparing in advance passages that you find to be illuminating can aid in stimulating dialogue with your peers.

In addition, assessment teams will make a brief five-minute presentation throughout the term to discuss their progress on the assessment project. These presentations are meant to provide insights about your team's work and to gain peer feedback on challenges encountered. Schedules for these presentations will be completed near the beginning of the term.

While class attendance is critical to the full examination of the scheduled topic and allow for students' individual and collective learning, our collective health and wellbeing needs to be our top priority. For that reason, students who are sick/symptomatic (regardless of vaccination status) and/or need to quarantine/self-isolate should not attend class and follow all procedures outlined on www.coronavirus.pitt.edu. If you need to miss multiple class sessions due to illness, please email me and I will provide you with alternative engagements that you can complete to account for missed class sessions.

Technology
Present engagement in class discussion serves as a foundational element of our collective learning in this course. Technological distractions (e.g., email, text messaging, social media, web browsing) 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, laptops, and other technological gadgets in class and to refrain from checking email, text messages, and social media during class time. Students may find it useful to close out of these applications completely during our class time to be fully present.

Deadlines
All assignments are due electronically by 11:59pm on the date assigned, unless otherwise noted. Hardcopies of assignments are not required. Due to the nature of the assignments in this course, late assignments without penalty cannot 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 7th 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 are assigned in this class. Written work is graded on demonstrated insight, completion of expectations of the assignment, coherence of organization, 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 masterful and original interpretation of course material. "A" level 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 stylistic errors or technical issues.

"C" signifies work that is below expectations because all aspects of the assignment may not have been completed, work demonstrates little preparation or participation in class, work demonstrates little insight into material, or stylistic issues in written work that distract from the assignment significantly.

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

SCHOOL OF EDUCATION POLICIES

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 EFOP 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.

Student Opinion of Teaching Surveys
Students in this class will be asked to complete a Student Opinion of Teaching Survey toward the end of the term. 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 Overview

Assignment	Deadline	Weight
Assessment Project: Assessment Plan*	Sept. 22	10%
Assessment Project: Analysis Plan*	Oct. 17	10%
Assessment Project: Final Presentation*	Dec. 8	15%
Assessment Project: Final Report*	Dec. 15	25%
Assessment Project: Peer Evaluations Submissions	Dec. 15	10%
Assessment Toolkit Presentation	Oct. 27, Nov. 3, or Nov. 10	20%
Course Engagement Self-Assessment	Dec. 8	10%
indicates group-graded assignments		

Assignment Descriptions

Assessment Project
Overall Description
The assessment project is the main project for this course. This assignment is an opportunity for you to gain real-world experience in conducting assessment and in working on an assessment team. Student teams of four or five will be assigned to one of the assessment projects listed in the syllabus. The course is designed to help students develop their assessment project in sections (referred to as "scaffolding"), creating a comprehensive document by the end of the course. Through this process, the intended result is a well-written assessment report that will be an asset to the department for which it was conducted. Clients will also be asked to provide feedback on the work your team completed for them and will be invited to the final presentation.

Team Roles and Team Evaluations
You will be working in small teams of four or five to complete this assignment. Each team member will fulfill one of the following roles: client contact, instructor contact, team co-organizers (2), and deadline submission coordinator. While each team member will fulfill one of these roles, all team members are expected to contribute to the overall functionality of their team and to each assignment. At the conclusion of the course, you will submit an evaluation related to the work produced by each member of your team. These evaluations will ask you to consider team member contributions based on several dimensions of teamwork. Assessment project grades for each student will take into consideration feedback from the peer evaluations. That means individual team members could get a grade that is higher or lower than that of the other team members based on peer feedback. For you to receive B credit in the Peer Evaluation Submission area of the course, you need to turn in an evaluation of each member of your team. Those who earn higher than a B for this area will have provided useful feedback that thoughtfully considers team members' contributions.

Part 1: Assessment Plan

Developing a strong assessment plan is a central element of conducting an assessment project and without a solid plan that matches with the goals of the assessment it is unlikely that an assessment project will add value. Your first step in building your assessment plan is to define the problem thoroughly from the viewpoint of your major stakeholder as well as from the standpoint of other influential and important stakeholders. From there, you will develop the purpose of the assessment project and the goals of the assessment; determine from where/whom you will get the information you will need for the project, which methods you will use to engage in the assessment study, and exactly whom or what you need to for data collection. Your plan will also include a brief discussion of possible implications that might come from the assessment project. In considering the implications, your team will want to discuss what your assessment might find and what would be the potential implications of those findings. In other words, what might happen if we found X? In putting together your assessment plan with all of the above elements you will want to consult the literature. This will help you especially in defining your problem and the purpose of the study, but also in other areas. Your assessment plan write up should include a discussion of the relevant literature as it relates to your assessment project/plan. At minimum you will want to have at this point 5 scholarly sources discussed within your plan. Your plan should be a minimum of 4 pages, but not more than 6 pages, not including title page and references.

Part 2: Analysis Plan

Strong and useful assessment cannot occur without a solid analysis plan that is well defined and excellently executed. In this part of the assessment project, you will develop such a plan. Using your initial assessment plan and the feedback you receive from the instructor on that plan, as well as continuing feedback and involvement from your site supervisor, develop a detailed analysis plan to conduct your assessment including all of the instruments and other materials you will need to collect and then analyze as data. Your first step will be to revisit your assessment plan and revise it based on the feedback you have received related to the plan and the project. By now you should have a solid rationale for why the methods your team has chosen are the most appropriate for your assessment study based on the goals of the assessment as well as any limitations related to assessment study you have encountered. In this version of the paper, the implications section you initially wrote should evolve into a discussion of this rationale and read as a wholly new section.

Next, you will want to determine how the data will be collected, meaning what type of instrument(s) will give you the type of data you need to conduct the study and/or what types of documents you will need to use as data.

If you are using quantitative methods, you will need to prepare your instrument, including writing your scales and survey items. Your instrument(s) and the utility of the instruments in reaching the goals of the assessment must be discussed in your plan with the instruments themselves being included as an appendix to the plan. You will also need to discuss the population you will study and the sample you will gather data from. Consider if there is any feasible secondary data that would be appropriate to use for your assessment. In addition, you will develop a plan for how you will analyze the data you collect and how the analysis plan and results you will get from that plan are in line with the goals of the assessment.

If you are using qualitative methods you will need to prepare your instrument(s), including writing your interview or focus group protocol(s) and your plan for recruiting participants. Your instrument(s) and the utility of the instruments in reaching the goals of the assessment must be discussed in your plan with the instruments themselves being included as an appendix to the plan. In

addition, you will develop a plan for how you will analyze the data you collect and how the analysis plan and results you will get from that plan are in line with the goals of the assessment.

If you are using mixed methods, discuss and decide upon which methods will be used to for which part of assessment study based on the goals of the assessment and then proceed as appropriate with the above instructions.

At this stage, your plan needs to be specific and include quite a bit of detail related to your planned data collection and analysis. At this point in your assessment project, you will need to have a minimum of 10 scholarly sources discussed within your plan. Always use citations to justify your methodological choices. Your completed analysis plan should be a minimum of 10 pages, but not more than 14 pages, not including your instrument(s) (add an appendix), title page, and references. Remember that this assignment will incorporate some revised portions of Part 1 of the project and that this document should still read cohesively.

Part 3: Final Assessment Presentation

Your assessment presentation is an opportunity for you to gain practical real-world experience in presenting an assessment project and assessment results to an audience. An oral presentation of findings is almost always required in addition to a written assessment report when conducting an assessment. Your presentation of the assessment project needs to be both lively and informative to keep the attention of your audience. In a real-life setting, the audience for an assessment presentation will include various stakeholders, some of whom will be very familiar with the project and others of whom may not know anything about the assessment project but are stakeholders of some sort. For this presentation, you will focus on your final assessment project as it was executed, which may be different than what you initially planned for. Thus, though changes and obstacles may have occurred between the time you wrote your assessment and analysis plans, this presentation will not focus on how things have evolved, but rather on the actual assessment as it was executed. Your team will have 18 minutes for your presentation and then around 5 minutes afterward for questions and discussion. Your presentation will include the following elements: The problem statement/ assessment issue, the goals of the assessment project, the methods, findings, and practical recommendations, including how the recommendations can be implemented. To help you prepare for your presentation, you will rehearse the presentation with the instructor near the end of the term.

Part 4: Assessment Report

Writing quality assessment reports is an important part of conducting quality assessment work and is key to many jobs in higher education. The utility of your assessment for practice is largely influenced by how the findings and recommendation you present in your report are received. As you write assessment reports, it is critical to remember that all of your recommendations for policy/practice must be drawn and supported by the data collected in the assessment. Your team will produce two versions of your assessment report that will share some features though the focus of each will be different: one a final class assignment version and a second client version. The sole audience for your class assignment version of the assessment report will be your course instructor. The audience for your client version will be your client and any stakeholders with whom your client shares the report.

For the class assignment version, your report must include citations to at least 10 sources. The expected length is 16-18 pages, not including your instrument(s)/codebooks, etc. (add as an appendix), title page, and references. Your report will include the problem statement/assessment issue, a brief literature review related to overarching problem area, the assessment goals, the methods employed, findings, discussion, policy/practice recommendations, including how the recommendations can be

implemented, and reflections on changes to the assessment process that occurred. As you write your final report, you will need to write the report from the standpoint of what was actually executed, which may be different than what was outlined in the assessment and analysis plan assignments. This means that what was written in these earlier assignments may need to be rewritten for the final assignment to reflect the reality of the final project. In the final section of the report, your team may offer a short reflection on your project, including any changes made to your initial assessment/analysis plan, why those changes came about, and how they influenced the assessment that was carried out.

For the client version, your report will be a condensed version of the class assignment. This report will include citations as necessary and be around 8 pages, not including title page or references. This report will include the problem statement/assessment issue, goals of the assessment project, methods, findings (including charts, tables, etc.), and policy/practice recommendations. This version will also feature a two-page executive summary that quickly summarizes the assessment and describes the most important findings from the assessment project. Especially when being shared with other stakeholders, executive summaries are the most frequently read portions of an assessment report. Therefore, it is important to craft an exceptional executive summary with clear headings and subheadings. Your team is responsible for sharing the client version of the report with your client by the end of the term.

Assessment HEd Talks
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 national tools that support assessment work. 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. While having some notes on hand to help guide your presentation is encouraged, reading a script verbatim should be avoided for this assignment. In addition, ensure you indicate which 3-6 references informed your presentation. Topics for this assignment are listed below and sign-ups will occur during the first class session:

Methodological Advancements in Assessment
1. Improvement Science and Lean Methodology
2. Participatory Action Research Methodology
3. Photo/Visual Elicitation Methodology
4. Real-Time Data and Predictive Analytics

Assessment in Different Functional Areas
5. Academic Student Services
6. Admissions and Financial Aid
7. Campus Recreation and Student Unions
8. Career Services
9. First-Year Student Programs
10. Fraternity and Sorority Life
11. Multicultural Programming
12. Residence Life
13. Student Conduct
14. Student Health and Counseling
15. Undergraduate Leadership

Nationals Tools that Support Assessment
16. Council for the Advancement of Standards in Higher Education (CAS)
17. Equity Scorecard at University of Southern California
18. Higher Education Research Institute (HERI) and Cooperative for Institutional Research Program (CIRP) at UCLA
19. National Survey for Student Engagement (NSSE) at Indiana University Bloomington

20. #RealCollege Basic Needs Survey through The Hope Center
21. Campus Pride Index
22. Noel-Levitz Student Satisfaction and Retention
23. Skyfactor Benchworks

Closer Looks at Assessment Types
24. Accreditation Assessment
25. Cost Effectiveness Assessment
26. Environmental Assessment (Culture and Climate)
27. Group Educational Program Assessment
28. Needs Assessment
29. Post-Graduation Assessment
30. Satisfaction Assessment

Course Engagement Self-Assessment

This term, you are being asked to be self-reflective of your professional learning and growth. Throughout the course, you are being asked to practice this skill further by paying attention to your engagement and participation in classroom activities. Near the end of the semester, you will submit a self-assessment and proposed grade for your course engagement. You will use the rubric below as a guide and may submit an optional 1-page double-spaced essay that further supports your rationale for your assessment.

"A" signifies course engagement and participation that exceeds expectations. Students in this category demonstrate clear preparation for class and make contributions that evidence their critical thinking about the material, including during assessment team meetings. Students falling into this category advance the quality of the discussion in both small and large-group spaces. Importantly, they share discussion time with others during each session. Participation in this category is largely proactive and represents a quality, not quantity, of high-level contributions, drawing new connections for the class to understand ideas from the readings.

"B" signifies course engagement and participation that meets expectations. Students in this category make solid contributions but may be sometimes reactive by offering insights when prompted from classmates or the instructor, including during assessment team meetings. Even though students in this category make good contributions, they may still have room for growth related to one or two of the following: sharing discussion time with others, amplifying others' ideas and voices, making some comments that do not connect to course materials, participating infrequently, or putting off reading for class until the last minute.

"C" signifies work that is below expectations. Students in this category rarely participate proactively in either large or small group discussions, including during assessment team meetings. Students may be present, but they are minimally attentive. They may be preoccupied with other tasks (e.g. web-browsing, social media, texting). The few contributions students in this category make demonstrate not reading for class or may be off topic to the current conversation.

"F" is assigned for incomplete work, which includes frequently not attending class, including assessment team meetings, or breaching the University of Pittsburgh's standards for academic integrity.

Assessment Project Site Descriptions
Project 1: University of Pittsburgh Residence Life

Context

Two academic years ago the Residence Life Diversity, Equity & Inclusion strategic team worked to develop a curriculum-based approach to DEI continuing education for our student staff. This was in response to feedback from both student and professional staff that there needed to be a continued, deeper approach to DEI education and to sustain that approach throughout the year and with the entire student staff. Historically continuing DEI education was exclusively held during formal training events and through opt-in monthly opportunities. The curriculum allowed for each student staff to take time monthly within their individual staff to have the professional staff supervisor work through the specially cultivated and developed facilitation guide. Each facilitation guide holds the purpose and individual learning outcomes for the topics as well as educational priority, considerations for facilitation and then procedures for facilitation. This also allows for all our student staff, each month, to engage in the same curriculum, meet the same outcomes and have this shared experience with the entire staff.

2021-2022 Curriculum
- September- AAPI experience
- October- LGBTQIA+ experience
- November- Indigenous People experience
- January- Living with HIV experience *(student requested & developed)*
- February- Systematic Oppression **or** a Topic celebrating Black Joy or positive representation of the Black Experience
- March- Toxic Masculinity
- April- Neurodiversity

Current Curriculum Outcomes

Students will be able to:
1.) Engage with peers on topics of DEI in small staff groups
2.) Understand DEI topics beyond identity-based information
3.) Articulate the importance of continuing DEI education beyond training
4.) Recognize the role of DEI in creating the best residential experience in the world

Assessment Needs
1.) Satisfaction/User Experience
   a. Facilitator satisfaction with facilitation guide structure/content
   b. Facilitator satisfaction with training on facilitation guide
   c. Student staff satisfaction with time/placement of curriculum in staff meeting agendas
   d. Student staff satisfaction with engagement in learning/topics presented
2.) Outcome measures for individual months/facilitation guide outcomes
3.) Overall curriculum outcome measurement
4.) Suggestions for change/redevelopment/additions for 22-23

Contact

Amanda Ries (she/her), Assistant Director of Academic Initiatives, amr261@pitt.edu

Project 2: 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. Each year, data is collected from graduates on their next step within six months of graduation whether it be working, further education, military service, or volunteering. Other response options are students who aren't seeking one of these outcomes and who are still looking for a next step six months after graduation.

Project

This project utilizes existing assessment data to produce new knowledge about the relationship between utilizing Career Center resources and placement rates upon graduation. Some questions to explore in this project would include: statistically significant relationships between various student activities and post-graduation outcomes using 2019-2020 data.

Goals

This project would produce information about post-graduation outcomes related to college/school, primary major, career center appointments, career center events, total logins to Handshake, and extracurriculars.

Contact

Riley Keffer, Data Coordinator, Riley.keffer@pitt.edu

Project 3: University of Pittsburgh Dietrich School of Arts & Sciences

Context

Good Trouble is a sub-committee made of a small group of students from our Dietrich School Ambassador team. The Dietrich School Ambassadors represent the undergraduate population of the Dietrich School by giving informational presentations, guided tours, and one-on-one help sessions to prospective and admitted students. Last year, one of our ambassadors expressed that she wanted to make sure our organization was focusing on Diversity, Equity, and Inclusion in our community of Pittsburgh, as an ambassador team, and as recruiters for the Dietrich School. She decided on the name Good Trouble to honor John Lewis and hand selected a few initiatives that she wanted to see our group pursue during her senior year.

Project

Since our organization is so new (Good Trouble originated in mid-Fall of 2020) we would like to develop our programs more thoroughly as well as how we run our meeting times. Last year, we successfully completed a food drive targeted towards COVID relief for Pittsburgh's communities of color, we provided DEI training for our ambassador team, and organized an admitted students day focusing on Pitt's DEI resources. There are several other initiatives that we were unable to complete in our first year such as engaging with local high schools. Now that our senior ambassadors have graduated, we also need to create a leadership structure that bolsters novel ideas and aids us in targeting new goals.

Goals

- Create branding that resonates with our group's goals

- Connect with other organizations that have similar missions as ours and learn how they are successfully creating change
- Learn how to engage local high schools and recruit in ways that are authentic while promoting inclusivity
- Develop community outreach initiatives such as connecting with the Pitt Community Centers
- Ensure that our ambassadors are comfortable and prepared to discuss difficult topics when asked questions pertaining to DEI
- Provide prospective students with DEI resources and organizations that will continue to foster the Dietrich School's inclusive nature in their first year (not just recruit them on these principles)
- Encourage all of our ambassadors to participate/ understand the importance of our group

Contact
Joanna Harlacher, Recruitment Coordinator, jharlacher@pitt.edu

Project 4: University of Pittsburgh Joseph M. Katz Graduate School of Business Career Management and Corporate Engagement Center

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 Info Systems.

Project
As universities continue to grapple with the systemic injustice that is ingrained within higher education policies and procedures, the Katz CMCE team seeks to understand its current capabilities in supporting students from historically excluded minorities as they pursue opportunities within inequitable capitalist corporations. The CMCE team is interested in benchmarking with peer institutions (3-5) to understand how their graduate career management centers integrate considerations for diversity, equity, and inclusion (DEI) into their day-to-day practices. Furthermore, the CMCE team would like to hear directly from students about their needs in order to better create and present resources for students underrepresented in business as a field of study. While the CMCE recognizes the critical importance of grappling with the intersections of identities, the main interest lies with understanding how to support students from marginalized racial and ethnic groups.

Goals
- What are peer institutions doing, if anything, to integrate DEI topics into graduate business career management offerings?

- What are the expectations of graduate business students related to how DEI is emphasized within career management offerings?
- What, if any, are the differences between the DEI expectations of MBA and MS students?
- What, if any, are the differences between the DEI expectations of US and International students?

Contacts
Jimmy Sillik-Fabrizio, Assistant Director, Katz Career Management & Corporate Engagement Team
412-648-1686, JMFabrizio@katz.pitt.edu

Katie Bennett, Assistant Director, Katz Career Management & Corporate Engagement Team
412-334-5921, KLBennett@katz.pitt.edu

Project 5: University of Pittsburgh Study Lab

Context
Study Lab provides academic support to undergraduate students in the Dietrich School of Arts & Sciences and College of General Studies. 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 into 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 addition to our main programming, outlined above, Study Lab is also responsible for directing the academic standing process each term. Over the last 3 terms, academic standings have not been run as in other terms. Due to the COVID-19 pandemic, no students were placed on academic alert, probation, suspension or dismissal. Instead, they were allowed to continue in their studies regardless of whether they were making academic progress. In order to support students not doing well academically, Study Lab is attempting an intervention with these students in the Fall 2021 term. Students who haven't made progress will be assigned a specific academic coach who will reach out directly to the student offering support services. We define students as not making progress if they have a term or cumulative GPA below a 2.0, and/or have an academic standing other than GOOD, and/or have earned 2 or more Ws or NCs in a term.

Goals
- Determine how many students took advantage of academic coaching or other Study Lab services to help them get back on track. Did they use coaching? Tutoring? Online resources?
- How did students respond to initial outreach?
- For students who interacted with our office, how was their experience?
- Did students who utilize services perform better academically than students who chose not to use services?
- What barriers do students encounter accessing our services? Why did students use/not use our services?

Contact
Dr. Mary Napoli | Director, Study Lab and the McCarl Center
Mlg92@pitt.edu | 412-648-1203

Project 6: Washington State University Student Involvement

Context

The Student Involvement office is one of the key offices in the student experiences within the Student Engagement area of the Division of Student Affairs. Our office supports students in leadership development, campus-wide programming, student organization development and support, and student government. We help to support the Associated Students of Washington State University (ASWSU), the undergraduate student governing body within our office. ASWSU as an organization is made up of 4 branches of government, 11 committees, and three auxiliary teams that serve the student community through programs/policies, advocacy, and liaising with university administrators on behalf of the student body.

Our mission is to strengthen our student leadership and prepare them to provide transformative experiences for all students, to create a vibrant Cougar experience, and prepare for life after WSU.

Values
- **Innovation and Intentionality:** We value understanding student issues and trends to build upon and create innovative programs and initiatives that meet student needs.
- **Communication and Respect:** We value open, honest, and transparent communication by practicing and encouraging respectful dialogue and active listening to ensure professional and supportive relationships.
- **Integrity and Stewardship:** We value upholding and modeling the ideals of Washington State University, advocating for student needs, and being responsible stewards of our resources.
- **Positive and Open Environment:** We value creating spaces that promote a positive student experience, encourage a professional work environment, and allow all students to feel safe, welcome, and supported.
- **Equity and Inclusion:** We value maintaining respectful, inclusive, and equitable initiatives that promote community building, intercultural exchange, and diverse perspectives.

Websites for Additional Context
https://www.aswsu.wsu.edu/home/
https://studentinvolvement.wsu.edu/

Project Description

As students return to campus in an ever-changing environment, and Student Affairs is assessing the programs, positions, and opportunities within the division and how they support our overall mission and goals. The role of student support services outside of the classroom is equally as valuable as those in academic areas in supporting students in their personal and professional development. The Student Involvement team houses several student positions that impact the experience of other students. There is an understanding of the value of the staff, but we want to look at the benefits students gain by holding these positions within our office.

The Student Involvement Team would like to create a student position competencies assessment and professional development guide for advisors and supervisors to support various student positions within our department. We'd like to hear from our students and their advisors/supervisors to align common goals and outcomes within their jobs. Through this process, we hope to identify critical elements of their experience that help them develop the skills needed to be successful in their position and their future careers. We'd hope to have resources and a model to help staff and students with this process and better align the roles and the department. We also hope to unify

students in their identity related to their position and how it is seen within the department and campus.

Assessment Goals

Develop a mechanism to capture career readiness skills gained through various leadership positions
- How do students see their position in relation to their future career goals?
- What skills do students develop or identify with after a year in their position?
- What role do advisors or supervisors play in the personal and professional growth of the student?
- What expectations did students have before starting their position?
- What did students learn about themselves while in the position and working in our office?
- How can advisors better support student's individual growth and career aspirations?
- Are there better opportunities or experiences we can offer students while they are part of our department?

Identify connectedness within/throughout ASWSU as an organization.
- How do we help students have a more connected experience with their organization?
- What is missing in their experience that creates a lack of identity in the overall ASWSU community?
- How can we help students understand their role in student leadership beyond just their branch, committee, or auxiliary identity in ASWSU?
- How does the organization develop connectedness while maintaining specific committee/group identities?
    - You don't have to be in an executive position to develop power skills.

Primary Contact
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Additional Support
Ben Calabretta, Associate Director-Student Involvement
Student Support: Brian Patrick, ASWSU President

EFOP 2056: STUDENT SERVICES PROGRAM ASSESSMENT

Due to the evolving nature of the pandemic, this course schedule may change with little or no notice.

* Reading available through Canvas   *+ Reading available through PittCat*

Date	Topic	Readings and Assignments Due
Week 1: Sept. 1	Course Overview and Definitions *(Zoom Session)*	Readings ▪ +Henning, G. W., & Roberts, D. (2016). *Student affairs assessment: Theory to practice.* Stylus. **[Chapters 1-2]** ▪ *ACPA (2006). *ASK (Assessment Skills and Knowledge) Content standards for student affairs practitioners and scholars.*
Week 2: Sept. 8	Assessment Types and Processes *(Zoom Session)*	Readings ▪ +Henning, G. W., & Roberts, D. (2016). *Student affairs assessment: Theory to practice.* Stylus. **[Chapters 3-5]** ▪ *Balser, T. J., & Kniess, D. (2018). Challenges and barriers. *New Directions for Institutional Research, 175*, 81-88.
Week 3: Sept. 15	Ethics, Politics, and Student Voice	Readings ▪ +Henning, G. W., & Roberts, D. (2016). *Student affairs assessment: Theory to practice.* Stylus. **[Chapters 15-17]** ▪ *Bourke, B. L. (2017). Advancing toward social justice via student affairs inquiry. *Journal of Student Affairs Inquiry,* 1-14. ▪ *Grabeau, A. A., & Stoltzenberg, E. B. (2018). Incorporating emergent voices into the assessment process. *New Directions for Institutional Research, 175,* 25-47. ▪ +Pope, R. L., Reynolds, A. L., & Mueller, J. A. (2019). Chapter 6: Multicultural competence in assessment, evaluation, and research. In *Multicultural competence in student affairs: Advancing social justice and inclusion* (2nd ed.) Jossey-Bass.
Week 4: Sept. 22	Outcomes	Readings ▪ +Henning, G. W., & Roberts, D. (2016). *Student affairs assessment: Theory to practice.* Stylus. **[Chapter 6]** ▪ *CAS (2008). CAS learning and development outcomes. ▪ *Garcia, G. A. (2020). Is liberation a viable outcome for students who attend college? HigherEdJobs.com Blog. https://www.higheredjobs.com/blog/postDisplay.cfm?post=2256&blog=28 ▪ *Pope, A. M. et al. (2019). The essential role of program theory: Fostering theory-driven practice and high-quality assessment outcomes in student affairs. *Learning Improvement, 14*, 5-17. Assignment Due ❑ Part 1 of Assessment Project: Assessment Plan
Week 5: Sept. 29	*No Class—Team Meetings with Instructor*	

Week 6:
Oct. 6
	Quantitative Methods and Analysis	Readings
		   ■ +Henning, G. W., & Roberts, D. (2016). *Student affairs assessment: Theory to practice*. Stylus. **[Chapter 7-9]**
		   ■ *Busby, A. K., & Aaron, R. W. (2021, April). *Advances, contributions, obstacles, and opportunities in student affairs assessment* (Occasional Paper No. 52). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).
		   ■ *Rankin, S., & Garvey, J. C. (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, M. A. 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
		   ■ +Sriram, R. (2017). *Student affairs by the numbers: Quantitative research and statistics for professionals*. Stylus. **[Chapter 7: Basic Statistics is particularly helpful]**
		   ■ *Garvey, J. C. et al. (2017). Improving the campus climate for LGBTQ students using the Campus Pride Index. *New Directions for Student Services*, *159*, 61-70.
		   ■ *Garvey, J. C. et al. (2019). Methodological troubles with gender and sex in higher education survey research. *Review of Higher Education*, *43*(1), 1-24.

Week 7:
Oct. 13
	Qualitative Methods and Analysis	Readings
		   ■ +Henning, G. W., & Roberts, D. (2016). *Student affairs assessment: Theory to practice*. Stylus. **[Chapters 10-12]**
		   ■ *Ro, H. K. 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
		
		Assignment Due on October 17
		   ❑ Part 2 of Assessment Project: Analysis Plan

Week 8: Oct. 20	*No Class–Team Meetings with Instructor*	
Week 9: Oct. 27	Assessment HEd Talks Group 1	
Week 10: Nov. 3	Assessment HEd Talks Group 2	
Week 11: Nov. 10	Assessment HEd Talks Group 3	

Week 12: Nov. 17	*No Class—Team Work Sessions*
	Readings • +Henning, G. W., & Roberts, D. (2016). *Student affairs assessment: Theory to practice*. Stylus. **[Chapters 13-14]** • *Lysy, C. (2013). Development in quantitative data display and their implications for evaluation. *New Directions for Evaluation*, *139*, 33-51. • *Henderson, S. & Segal, E. H. (2013). Visualizing qualitative data in evaluation research. *New Directions for Evaluation*, *139*, 53-71. • *Stebleton, M. J. (2021). Stories to craft: Applying narrative competencies to student affairs. *Journal of College and Character*, *22*(2), 171-178.
Nov. 24	*No Class—University Recess*
Week 13: Dec. 1	*No Class—Team Practice Presentations with Instructor*
Week 14: Dec. 8	**Final Presentations** Assignment Due ❑ Part 3 of the Assessment Project: Final Presentation ❑ Course Engagement Self-Assessment
Week 15: Dec. 15	*No Class—Team Work Sessions* Assignments Due ❑ Part 4 of the Assessment Project: Final Assessment Report ❑ Team Member Peer Evaluations