



University of  
Pittsburgh

School of  
Education

## EFOP 2056: Program Assessment in Higher Education

Fall 2023 | Tuesdays 3:00-5:40pm | 5602 Posvar Hall

*Revised July 27, 2023*

### Instructor

**Max Schuster, PhD** (he, him)

*Associate Professor, Educational Foundations, Organizations, and Policy*

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

*Office Hours:* My office hours are scheduled by appointment on Tuesdays. 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, 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 role of assessment in higher education and student affairs.
2. Students will develop an understanding of the issues, contexts, processes, and types of assessments in higher education and student affairs.
3. Students will develop foundational skills and competencies necessary to conceptualize, plan, execute, and report out on an assessment project for a higher education functional area.
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]

Lencioni, P. M. (2002). *The five dysfunctions of a team: A leadership fable*. Jossey-Bass. [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.

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](http://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 limit 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 during class 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 group 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 excellence in clarity of purpose, organization, and communication. Written work in this category will locate and utilize literature and research from various high-quality journals and books outside of those listed as required reading for class. It will also demonstrate masterful and original interpretation of course material and contain virtually no APA or style issues.

“B” signifies work that **meets expectations**, meaning that all aspects of the assignment are completed, but it does not contain some of the aspects of “A” work listed above, such as written work that demonstrates less significant insight into the material or overlooked stylistic errors or technical issues.

“C” signifies work that is **below expectations** because all aspects of the assignment may not have been completed or work demonstrates minimal insight into material or stylistic errors 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 Part 1: Assessment Plan*	Oct. 1	10%
Assessment HEd Talk Presentation	Oct. 10	20%
Assessment Project Part 2: Analysis Plan*	Oct. 22	10%
Assessment Project Part 3: Final Presentation*	Dec. 5	10%
Assessment Project Part 4: Final Report*	Dec. 12	10%
Assessment Project: Peer Evaluations	Dec. 12	10%
Course Engagement Self-Assessment	Dec. 12	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 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 teams of four to complete this assignment. Each team member will fulfill one of the following roles: client contact, instructor contact, team organizer, and deadline/submission editor. 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.

##### ***Part 1: Assessment Plan***

Developing a strong assessment plan is a central element of conducting an assessment project and a solid plan that matches with the goals of the assessment supports an assessment in adding value to

decision makers. 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 might use to engage in the assessment study, and exactly whom or what you need to for data collection. In putting together your assessment plan with all of the above elements you will need 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. Using the feedback from the instructor, it is expected that this section will be revised for the final report. The following section headings can be useful guides in crafting part 1 of the paper: Site Context Overview, Assessment Purpose and Goals, Guiding Literature, Proposed Methods, Conclusion.

### ***Part 2: Analysis 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 contact, develop a detailed analysis plan to conduct your assessment including all of the instruments (e.g., survey instrument, focus group questions, etc.) 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.

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. The following additional sections are going to be useful additions: Methods (revised from earlier version), Data Analysis, Diversity, Equity, and Inclusion (DEI) Considerations in Methodology Development and Analysis, Draft Instrument(s).

### ***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 15 minutes for your presentation and then around 5 minutes afterward for questions and discussion. Your presentation will include the following elements: The assessment area, the goals of the assessment project, the methods, findings, and practical recommendations based on the findings. 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 recommendations 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 (with some tables or charts included), but not including your instrument(s)/codebooks, etc. (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. The following sections should be used as a guide in crafting your final assessment report: Site Context Overview, Assessment Purpose and Goals, Background Literature, Methods, Analysis, Results, Discussion, Recommendations, Reflection, Conclusion.

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 1-2 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. The client version will exclude the Discussion and Reflection sections.

### ***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 a presentation to the class. This presentation must be 8 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. Be sure to indicate which 3-6 references informed your presentation. Creativity and high-quality content are appreciated and reflected in the grading for this portion of the course. Because presentations are relatively brief, videos should be used sparingly and any video being used in the class presentation should be less than 60 seconds in length.

Topics for this assignment are listed below and sign-ups will occur during the second 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
5. Assessment and Rubrics

10. First-Year Student Programs
11. Fraternity and Sorority Life
12. Multicultural Programming
13. Residence Life
14. Student Conduct
15. Student Health and Counseling
16. Undergraduate Leadership

#### *Assessment in Different Functional Areas*

6. Academic Student Services
7. Admissions and Financial Aid
8. Campus Recreation and Student Unions
9. Career Services

#### *National Tools that Support Assessment*

17. Council for the Advancement of Standards in Higher Education (CAS)
18. Equity Scorecard at University of Southern California
19. Higher Education Research Institute (HERI) and Cooperative for

- Institutional Research Program (CIRP) at UCLA
- 20. National Survey for Student Engagement (NSSE) at Indiana University Bloomington
- 21. #RealCollege Basic Needs Survey through The Hope Center
- 22. Campus Pride Index
- 23. Noel-Levitz Student Satisfaction and Retention
- 24. Skyfactor Benchworks

#### *Closer Looks at Assessment Types*

- 25. Accreditation Assessment
- 26. Cost Effectiveness Assessment
- 27. Environmental Assessment (Culture and Climate)
- 28. Group Educational Program Assessment
- 29. Needs Assessment
- 30. Post-Graduation Assessment
- 31. 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 a 1-page double-spaced essay that further supports your rationale for your self-assessment. If I agree with your assessment, you will receive the grade you proposed. If I feel that your engagement reflects a different grade, I will assign the grade that more accurately reflects your engagement.

**“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 Frederick Honors College***

#### **Context**

An assessment project in this course last year identified that students in the [Frederick Honors College](#) (FHC) do not feel a connection with the FHC. The concept of belongingness in college is related to various student outcomes, such as retention, success, and well-being. The lack of belongingness among FHC students is concerning, so we would like an assessment project to explore this in greater depth through examining student perceptions related to their feelings of belongingness in the FHC and offering suggestions for ways to improve their belongingness.

Your client in the FHC will be Assistant Dean David Hornyak. As part of the development of the evaluation plan, you will review the literature on belongingness in college, including the work of Pitt researchers Kevin Binning and Omid Fotuhi. You may also meet with various stakeholders in the FHC, such as staff members in the student engagement and academic advising units.

#### **Contact**

Dr. David Hornyak | Assistant Dean, David C. Frederick Honors College  
[hornyak@pitt.edu](mailto:hornyak@pitt.edu)

### ***Project 2: University of Pittsburgh Outside the Classroom Curriculum (OCC)***

#### **Context**

The Outside the Classroom Curriculum (OCC) program offers co-curricular programming efforts and opportunities to engage all undergraduate students at Pitt regardless of major or career path. The OCC helps maximize students' overall experiences at Pitt with an increased sense of belonging and personal development.

Through completing the 9 core competency areas, or goal areas, associated with the OCC, students are able to work on their soft skills that help them feel well prepared for the future. Students can track their progress through the Sutable app and record their events and activities that align with said goal areas. Students who participate and complete the OCC report feeling more engaged in campus life, feel more connected to the University, and are more knowledgeable about resources and services offered at Pitt.

#### **Assessment Project**

The OCC seeks to assess the current success of the OCC and how we can increase participation and completion. We would like to hear directly from students about the value they find in participating and/or completing the OCC, the associated benefits, and what could be improved about the program overall. We would also like feedback on the OCC's software platform, Sutable.

#### **Assessment Goals**

The goal of this assessment is to better understand:

- How successful is the OCC when it comes to student participation?
- How are students learning about the OCC? What do students generally know about the OCC?
- What do students experience when going through the OCC?
- How do students use Sutable? Primarily the mobile app or the website?
- How do students feel about the benefits associated with completing the OCC?
  - OCC Advantage Grant (Is an award of \$1,500 for the summer enough motivation for a student to complete the OCC and apply? If not, what should the amount be?)
  - Quarter zip sweatshirt

- Scarf/tie
- Green Cord
- What is a student's motivation to complete the OCC?
- What do students know about other OCC dashboards at Pitt? And How do we bridge the gap between helping students know about the general OCC versus the others?
- Understand why students complete 25-50% of the OCC, but do not finish.
- What gaps and areas of improvement do we need to fill to ensure students are completing the OCC?

## **Contact**

Amy Vaught | Assistant Director, Outside the Classroom Curriculum, [amy.vaught@pitt.edu](mailto:amy.vaught@pitt.edu)

Mallory Milberger | Outside the Classroom Program Coordinator, [mgm126@pitt.edu](mailto:mgm126@pitt.edu)

## ***Project 3: University of Pittsburgh Residence Life***

### **Context**

Each year, the Office of Residence Life conducts a recruitment and selection process for approximately 175 student staff positions. Most student staff positions are Resident Assistants (RAs). RAs are placed in our traditional residence hall spaces and work to build community and provide resources to students within their hall. The Office of Residence Life also selects 8 Community Assistants (CAs) who are placed in the Bridge on Forbes community and work specifically with student athletes. The Office of Residence Life also utilizes the recruitment and selection process to build an eligible for hire candidate pool. While these students do not fill a position for the start of the year, they are the students who will be selected to fill any student staff vacancy that comes up through the academic year.

All selected and eligible for hire candidates participate in a student staff workshop in preparation to enter the student staff role. This 5-week workshop serves as a primer focusing on the following:

- A high-level overview of Residence Life and the student staff role
- Diversity, equity, and inclusion
- Community engagement
- Leadership and teamwork

Completion of the workshop is required for students who wish to serve in the student staff member role whether they were selected for a position or for the eligible candidate pool through the selection process.

### **Project**

The Office of Residence Life seeks to assess the current success the student staff workshop. We would like to further explore what students hope to gain from the workshop experience. Further, we want to identify if our priorities and outcomes are aligned with the expectations of students participating. We want to measure comprehension of content material and feeling of preparedness to enter fall training and the role.

### **Goals**

The goal of this assessment is to better understand:

- What do students expect from their experience in student staff workshop?
- How do the expectations of students compare to what the Office of Residence Life expects students to gain through the workshop experience?
- Are students feeling connected to the Office of Residence Life through participation in the student staff workshop?

- What are students learning from participating in the student staff workshop?
- In what ways is student staff workshop preparing students to engage in fall training?
- What gaps and areas for improvement exist with the student staff workshop?

**Contact**

Kayla Dunn, Assistant Director

Pitt Office of Residence Life, [kas412@pitt.edu](mailto:kas412@pitt.edu)

## EFOP 2056: PROGRAM ASSESSMENT IN HIGHER EDUCATION

\* Reading available through Canvas

+ Reading available through PittCat

Date	Topic	Readings and Assignments Due
Week 1: Aug. 29	Course Overview and Definitions	<p>Readings</p> <ul style="list-style-type: none"> <li>▪ +Henning, G. W., &amp; Roberts, D. (2016). <i>Student affairs assessment: Theory to practice</i>. Stylus. <b>[Chapters 1-2]</b></li> <li>▪ *ACPA (2006). <i>ASK (Assessment Skills and Knowledge) Content standards for student affairs practitioners and scholars</i>.</li> <li>▪ *Busby, A. K., &amp; Aaron, R. W. (2021, April). <i>Advances, contributions, obstacles, and opportunities in student affairs assessment</i> (Occasional Paper No. 52). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).</li> <li>▪ +Lencioni, P. M. (2002). <i>The five dysfunctions of a team: A leadership fable</i>. Jossey-Bass. <b>[Part 1: The Fable]</b></li> </ul>
Week 2: Sept. 5	Assessment Types and Processes	<p>Readings</p> <ul style="list-style-type: none"> <li>▪ +Henning, G. W., &amp; Roberts, D. (2016). <i>Student affairs assessment: Theory to practice</i>. Stylus. <b>[Chapters 3-5]</b></li> <li>▪ *Balser, T. J., &amp; Kniess, D. (2018). Challenges and barriers. <i>New Directions for Institutional Research</i>, 175, 81-88.</li> <li>▪ +Lencioni, P. M. (2002). <i>The five dysfunctions of a team: A leadership fable</i>. Jossey-Bass. <b>[Part 2: The Model]</b></li> </ul>
Week 3: Sept. 12	Outcomes	<p>Readings</p> <ul style="list-style-type: none"> <li>▪ +Henning, G. W., &amp; Roberts, D. (2016). <i>Student affairs assessment: Theory to practice</i>. Stylus. <b>[Chapter 6]</b></li> <li>▪ *Aiken-Wisniewski, S. A. et al. (2021). The missing competency. Stylus. <b>[Chapter 4: Program definition stage: Goals, objectives, and outcomes]</b></li> <li>▪ *CAS (2008). CAS learning and development outcomes.</li> <li>▪ *Garcia, G. A. (2020). Is liberation a viable outcome for students who attend college? HigherEdJobs.com Blog. <a href="https://www.higheredjobs.com/blog/postDisplay.cfm?post=2256&amp;blog=28">https://www.higheredjobs.com/blog/postDisplay.cfm?post=2256&amp;blog=28</a></li> <li>▪ *Pope, A. M. et al. (2019). The essential role of program theory: Fostering theory-driven practice and high-quality assessment outcomes in student affairs. <i>Learning Improvement</i>, 14, 5-17.</li> <li>▪ *Tatone, K. L. (2021). Avoiding the threat of neoliberalism in outcome-based assessment. <i>ACPA Developments</i>.</li> </ul>
Week 4: Sept. 19	Quantitative Methods and Analysis	<p>Readings</p> <ul style="list-style-type: none"> <li>▪ +Henning, G. W., &amp; Roberts, D. (2016). <i>Student affairs assessment: Theory to practice</i>. Stylus. <b>[Chapter 7-9]</b></li> <li>▪ +Sriram, R. (2017). Student affairs by the numbers. Stylus. <b>[Chapter 5: The theory behind survey design and Chapter 6: Survey design in practice]</b></li> </ul>

Week 4: Sept. 19 <i>continued</i>		<ul style="list-style-type: none"> <li>*Rankin, S., &amp; 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.) <i>Gender and sexual diversity in US higher education: Contexts and opportunities for LGBTQ Students</i>.</li> <li>*Sundt, M. A. et al. (2017). Using data to guide diversity work and enhance student learning. <i>New Directions for Student Services</i>, 152, 93-103.</li> </ul> <p>Supplemental Readings</p> <ul style="list-style-type: none"> <li>Schuh &amp; Upcraft, Chapters 5, 8</li> <li>*Garvey, J. C. et al. (2017). Improving the campus climate for LGBTQ students using the Campus Pride Index. <i>New Directions for Student Services</i>, 159, 61-70.</li> <li>*Garvey, J. C. et al. (2019). Methodological troubles with gender and sex in higher education survey research. <i>Review of Higher Education</i>, 43(1), 1-24.</li> <li>+Sriram, R. (2017). <i>Student affairs by the numbers: Quantitative research and statistics for professionals</i>. Stylus. <b>[Chapter 7: Basic Statistics is particularly helpful]</b></li> </ul>
Week 5: Sept. 26	Qualitative Methods and Analysis	<p>Readings</p> <ul style="list-style-type: none"> <li>+Henning, G. W., &amp; Roberts, D. (2016). <i>Student affairs assessment: Theory to practice</i>. Stylus. <b>[Chapters 10-12]</b></li> <li>*Ro, H. K. et al. (2018). New(er) methods and tools in student affairs assessment. <i>New Directions for Institutional Research</i>, 175, 49-65.</li> </ul> <p>Supplemental Readings</p> <ul style="list-style-type: none"> <li>Schuh &amp; Upcraft, Chapters 3-4</li> <li>*Hsieh, H., &amp; Shannon, S. E. (2005). Three approaches to qualitative content analysis. <i>Qualitative Health Research</i>, 15(9), 1277-1288.</li> <li>*Peel, K. L. (2020). A beginner's guide to applied educational research using thematic analysis. <i>Practical Assessment, Research, and Evaluation</i>, 25, 1-15.</li> </ul> <p>Assignment Due by Oct. 1</p> <p><input type="checkbox"/> Part 1 of Assessment Project: Assessment Plan</p>
Week 6: Oct. 3	<b>No Class—Team Meetings with Instructor</b>	
Week 7: Oct. 10	Assessment HEd Talks	<p>Assignment Due</p> <p><input type="checkbox"/> Assessment HEd Talk Presentations during class</p>
Week 8: Oct. 17	Politics and Student Voice	<p>Readings</p> <ul style="list-style-type: none"> <li>+Henning, G. W., &amp; Roberts, D. (2016). <i>Student affairs assessment: Theory to practice</i>. Stylus. <b>[Chapters 15-17]</b></li> <li>+Pope, R. L., Reynolds, A. L., &amp; Mueller, J. A. (2019). <i>Multicultural competence in student affairs: Advancing social justice and inclusion</i> (2<sup>nd</sup> ed.) Jossey-Bass. <b>[Chapter 6: Multicultural competence in assessment, evaluation, and research]</b></li> <li>*Bourke, B. L. (2017). Advancing toward social justice via student affairs inquiry. <i>Journal of Student Affairs Inquiry</i>, 1-14.</li> </ul>

Week 8: Oct. 17 <i>continued</i>		<ul style="list-style-type: none"> <li>*Grabeau, A. A., &amp; Stoltzenberg, E. B. (2018). Incorporating emergent voices into the assessment process. <i>New Directions for Institutional Research</i>, 175, 25-47.</li> </ul> <p>Assignment Due by Oct. 22</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Part 2 of Assessment Project: Analysis Plan</li> </ul>
Week 9: Oct. 24	<b><i>No Class—Team Meetings with Instructor</i></b>	
Week 10: Oct. 31	<b><i>No Class Meeting—Team Data Collection and Work Session</i></b>	
Week 11: Nov. 7	<b><i>No Class—Election Day</i></b>	
Week 12: Nov. 14	<b><i>No Class—Team Data Collection and Work Session</i></b>  <i>Asynchronous Report Writing Module and Readings to Complete</i> <ul style="list-style-type: none"> <li>+Henning, G. W., &amp; Roberts, D. (2016). <i>Student affairs assessment: Theory to practice</i>. Stylus. [Chapters 13-14]</li> <li>*Lysy, C. (2013). Development in quantitative data display and their implications for evaluation. <i>New Directions for Evaluation</i>, 139, 33-51.</li> <li>*Henderson, S. &amp; Segal, E. H. (2013). Visualizing qualitative data in evaluation research. <i>New Directions for Evaluation</i>, 139, 53-71.</li> <li>*Stebbleton, M. J. (2021). Stories to craft: Applying narrative competencies to student affairs. <i>Journal of College and Character</i>, 22(2), 171-178.</li> </ul>	
Nov. 21	<b><i>No Class—University Recess</i></b>	
Week 13: Nov. 28	<b><i>No Class—Team Practice Presentations with Instructor</i></b>	
Week 14: Dec. 5	<b>Final Presentations</b>  Assignment Due <ul style="list-style-type: none"> <li><input type="checkbox"/> Part 3 of the Assessment Project: Final Presentation</li> </ul>	
Week 15: Dec. 12	<b><i>No Class—Team Work Sessions</i></b>  Assignments Due <ul style="list-style-type: none"> <li><input type="checkbox"/> Part 4 of the Assessment Project: Final Assessment Report</li> <li><input type="checkbox"/> Team Member Peer Evaluations</li> <li><input type="checkbox"/> Course Engagement Self-Assessment</li> </ul>	