



University of
Pittsburgh

School of
Education

EFOP 2056: Program Assessment in Higher Education

Fall 2024 | Mondays 6:00-8:40pm | 5602 Posvar Hall

August 17, 2024

Instructor

Rosa Maria Acevedo, PhD (she, her)

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

Office Hours: My office hours are Wednesdays by appointment. If you need to talk 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 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 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 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.
5. Students will articulate and reflect on their own positionality, including how their identities, experiences, and biases may influence their approach to assessment and evaluation, and develop a positionality statement that informs their practice in higher education.
6. Students will critically examine and apply principles of equity and justice in developing, implementing, and evaluating assessment practices, ensuring that assessment processes are inclusive, culturally responsive, and promote fair outcomes for all student populations.

REQUIRED MATERIALS

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

COURSE POLICIES

Attendance and Course Engagement

Students are expected to attend class (in-person and virtual), complete assigned readings prior to class, and participate in course discussions. As graduate students, learners should think critically, participate actively, and engage willingly to enhance their own learning and 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.

“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. Students falling into this category advance the quality of the discussion in both small and large-group spaces, including virtual Zoom guest lectures. 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. This also signifies active involvement in the final presentation simulations.

“B” signifies course engagement and participation that meets expectations. Students in this category make solid contributions but may sometimes be reactive by offering insights when prompted by 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 (including group involvement), 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 large or small group discussions or virtual Zoom guest lectures, including during the final presentation simulations. They 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 may demonstrate are not reading for class or maybe 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.

While class attendance is critical to the full examination of the scheduled topic and allows for students' individual and collective learning, our collective health and well-being must 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 is 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 respect 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

Unless otherwise noted, all assignments are due electronically via Canvas by 11:59 p.m. on the assigned date. Hard copies are not required.

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 group work is subject to a 10-percent reduction in grade for each day that it is late.** Late assignments will not be accepted for any other assignment.

Equity and Justice Statement

This course will challenge you to consider and advance equity and justice in higher education. While you will be challenged, I also believe in providing support. If you are having any challenges with the readings or in the course, please reach out to me so I can provide additional resources. My goal is to create a learning environment where everyone, including myself, is challenged and supported to grow and learn.

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. It can be located at <https://owl.english.purdue.edu/owl/section/2/10/>.

Basic Needs Security Statement

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 doing so. This will enable her to provide any resources that she may possess.

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. Your final grade will be calculated using the following point breakdown (%): A+ 48.5 - 50; A 47 - 48; A- 45 - 46.5; B+ 43.5 - 44.5; B 42 - 43; B- 40 - 41.5; C+ 38.5 - 39.5; C 37 - 38; C- 35 - 36.5; Below 35 is an F.

Please note I do not round up final grades.

“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 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 the work demonstrates minimal insight into material or stylistic errors that significantly distract from the assignment.

“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 at 140 William Pitt Union on the Oakland campus.

Statement on Classroom Recording

To ensure free and open discussion of ideas, students may not record classroom lectures, discussions, and/or activities without the instructor's advance written permission. Any such recording approved in advance may be used solely for the student's 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 | Points |
|---------------------------------------|-------------------|------------|
| Assessment/Evaluation Autobiography** | August 30, 2024 | 75 |
| Positionality statement** | September 9, 2024 | 75 |
| Evaluation Project* | | |
| Step one* | October 20, 2024 | 50 |
| Step two* | November 17, 2024 | 50 |
| Step three* | December 9, 2024 | 50 |
| Step four* | December 11, 2024 | 140 |
| Peer-Assessment | December 11, 2024 | 10 |
| Active Engagement and Professionalism | | 50 |
| Total Points | | 500 |
| * Indicates group-graded assignments | | |
| **Late assignments not accepted | | |

Your grade in this course is based on the following assignments:

Assessment/Evaluation Autobiography (75 points)

Due: Friday, August 30, 2024, by 11:59 pm EST

In-class time provided on Monday, August 26, 2024

Late assignments will NOT be accepted

This assignment asks you to share your assessment/evaluation experience and interests. Ultimately, it is designed to help the instructor better understand students' needs and goals for the course. In 2 double-spaced pages, write an autobiography in which you answer the following questions:

1. What experience do you have in assessment/evaluation?
2. Which assessment/evaluation topic(s) are interesting to you and why?
3. What are you most looking forward to learning about in this course and why?
4. What concerns do you have as you begin this course?
5. What do you hope to do with the content you learn?

You will have the opportunity to share your autobiography in class on September 9th. Please note that sharing is optional but can be attributed to your overall participation grade in the class.

Positionality Statement (75 points)

Due: Sunday, September 15, by 11:59 pm EST

In-class time provided on Monday, September 9, 2024

Late assignments will NOT be accepted

The purpose of this assignment is to encourage you to critically reflect on your identity, background, and experiences and how these factors influence your role within higher education. By crafting a positionality statement, you will develop a deeper understanding of how your positionality impacts your teaching, research, administration, assessment practices, or any other professional responsibilities within the field. In 2 double-spaced pages, you are required to write a positionality statement that articulates your personal and professional identity and its relevance to your work in higher education. By answering the following prompts, this statement should be reflective, introspective, and honest, demonstrating an understanding of how your unique positionality shapes your perspectives, decisions, and interactions within your educational context.

1. What is your positionality within higher education, and why does it matter in your research, teaching, administration, assessment, or other practice?
2. How do you incorporate and highlight your positionality in your work?
3. To what extent and in what ways do you bring your identity into your work within higher education?
4. What aspects of your identity do you choose to reveal or conceal, and why?
5. How do these choices and practices benefit the students, colleagues, or communities with whom you work?
6. Provide a case example: What does active positionality look like in practice within higher education?
7. If more people engaged in this reflective practice, what could it mean for the field of higher education?

You will have the opportunity to share your positionality statement in class on September 16, 2024. Please note that sharing is optional but can be attributed to your overall participation grade in the class.

Evaluation Project (300 points) ¹

Due: Sept. 16 during class (Form Groups/Brainstorm Ideas)

Step 1: Sunday, October 20, 2024, by 11:59 pm EST

Step 2: Sunday, November 17, 2024, by 11:59 pm EST

Step 3: Monday, December 9, 2024, during class

Step 4: Thursday, December 11, 2024, by 11:59 pm EST

Throughout the course of the class, you will work in teams of 2-3 students on an assessment or evaluation project. The purpose of this assignment is to allow you to practice most elements of the assessment and evaluation process through a group exercise.

¹ Adapted from Meredith Billings (2020, Summer). HEDL 7361: Assessment and Evaluation in Higher Education [Syllabus]. Sam Houston State University.

Imagine your team has been selected to evaluate or assess a program that you are familiar with. This assignment has several steps:

1. Identify a program or practice in higher education, become knowledgeable about that program or practice through a review of the literature and existing data (if available), and describe the program/practice's goals and its connection to the department/division/institutional mission;
2. Develop a plan to assess/evaluate the intervention and create at least two of the tools in your assessment/evaluation plan, and pilot your assessment tools in class among your peers;
3. Develop a reporting plan and discuss the potential implications of the assessment or evaluation project.

During class on Monday, Sept. 16, 2024, you will have the opportunity to brainstorm ideas for programs or practices that you would like to assess/evaluate and form groups with interested parties. Once your group is formed and the topic is finalized, please fill out the Assessment/Evaluation Project Group & Topic sign-up form on Canvas.

You will complete this assignment in steps throughout the course.

Step 1: Background & Context (50 points)

This step is written in two sections:

- (1) In 1-2 double-spaced pages, provide enough background on your program, practice, or service so that your readers receive a complete picture of what the program, practice, or service is designed to accomplish. Who are the key stakeholders for the program or practice? What are the program's/practice's goals, and how do they relate to the organizational mission?
- (2) In 3-4 double-spaced pages, write a literature review incorporating at least ten peer-reviewed empirical articles about the issue that the program or practice is meant to address and examine any available existing data. This data might include past assessment data, participation data, etc. Focus on synthesis when writing your literature review by summarizing the main findings or describing the pattern of results across different articles. In this section, tell your readers what they need to know about the prior research and how it applies to your assessment/evaluation project.

Step 2: Design & Methods (50 points)

This step is written in two sections.

- (1) In 4-5 double-spaced pages, develop and describe a plan to assess or evaluate your program. Include at least one overarching question that your study is designed to address, the outcomes that you plan to assess/evaluate, and the purpose of your assessment/evaluation. Clearly articulate how your research design will address the assessment/evaluation question(s). What methods/procedures will you use to collect the data? What instruments are needed to collect the data? From whom will the data be collected? How will the data be analyzed and interpreted?
- (2) Develop at least two instruments (but no more than three instruments) for your assessment/evaluation project. For instance, if the project requires a survey, a draft survey should be developed. If the project requires a focus group, a draft list of questions to be asked during the focus group should be developed. If the project requires a benchmarking study of other institutions, a draft rubric with a list of information to be compared should be created.

Be sure to consult the relevant readings and your textbook regarding best practices in creating your instrument. Include each instrument you design as a separate appendix. For example, if you have a survey and a focus group, the survey may be in Appendix A, and the focus group questions may be

in Appendix B. This section has no page limit, but be mindful that lengthy instruments tax participants (e.g., survey fatigue). Include only necessary and relevant questions.

During class on October 21, 2024, you will be exchanging your instruments with your paired group to pilot test your instruments and receive feedback on your protocols, questions, and overall interpretability of your instruments.

Step 3: Presentation of Assessment/Evaluation Project (50 points):

Each group will create a 10–15-minute presentation of their project. The presentation should be visually engaging and provide an overview of the project's Background and context, Design and methods, and Reporting and implications steps.

Following each presentation, we will have a 10-minute simulation where your colleagues will react to the proposal provided by each group by taking the role of appropriate stakeholders. Your group should be prepared to respond to their questions and concerns succinctly and professionally.

Step 4: Final Submission & Peer Evaluation (140 + 10 points)

In 12-15 pages, the Final Submission contains revised versions of Steps 1 and 2, one new section on reporting and implications for your project, and your revised instruments in an appendix. For the new section, address the following:

1. How will the results be communicated, and to whom? Who are the targeted audiences for the results of this project? What are the intended uses and users of these assessment and evaluation results?
2. What are the potential implications of this work? How can the results be used for improvement? How might these results change policy or practice? What other political, ethical, or equity implications might there be?

The Final Submission requires you to address and incorporate feedback from previous steps and may require you to edit previous sections to fit the page limit. Failure to incorporate prior feedback will result in point deductions.

As part of the grading process for this step, each team member will also complete a confidential peer evaluation form due on December 11, 2024, by 11:59 p.m. EST.

EFOP 2056: PROGRAM ASSESSMENT IN HIGHER EDUCATION

| Date | Topic | Readings and Assignments Due |
|---------------------------|--|--|
| Week 1: Aug. 26 | Course Overview and Introduction to Assessment & Evaluation | <p>In-person meeting from 6:00 pm to 8:40 pm, 5602 Posvar Hall</p> <p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> ▪ Henning, G. W., & Roberts, D. (2016). <i>Student affairs assessment: Theory to practice</i>. Stylus. [Chapters 1-2] ▪ ACPA (2006). <i>ASK (Assessment Skills and Knowledge) Content standards for student affairs practitioners and scholars</i>. ▪ Busby, A. K., & 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). <p><u>Supplemental Readings:</u></p> <ul style="list-style-type: none"> ▪ Chen, D. P. & Mathies, C. (2016). Assessment, evaluation, and research. <i>New Directions for Higher Education</i>, 175, 85-92. ▪ Upcraft, M. L., & Schuh, J. H. (2002, March/April). Assessment vs. research: Why we should care about the difference. <i>About Campus</i>, 7(1), 16-20. <p>In-class time to begin the first assignment Assessment/Evaluation Autobiography Due Friday, August 30, 2024, by 11:59 pm</p> |
| Week 2: Sept. 2 | Labor Day (University Closed) | |
| Week 3: Sept. 9 | Theoretical Understandings of Equity & Justice in Assessment and Positionality | <p>In-person meeting from 6:00 pm to 8:40 pm, 5602 Posvar Hall</p> <p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> ▪ Henning & Roberts (2016) [Chapter 17] ▪ Milligan, Shannon, et al. "Equity in assessment: The grand challenge and exploration of the current landscape." <i>Intersection: A Journal at the Intersection of Assessment and Learning</i> 2.3 (2021). ▪ Boveda, M., & Annamma, S. A. (2023). Beyond Making a Statement: An Intersectional Framing of the Power and Possibilities of Positioning. <i>Educational Researcher</i>, 52(5), 306-314. https://doi.org/10.3102/0013189X231167149 ▪ Dr. Acevedo's positionality statement (abstract) <p>Positionality Example Statements: https://docs.google.com/document/d/1VzRXo8NcxBJ-qZtPXRt0Zn0ezmJ3RFg/edit</p> <p><u>Supplemental Readings:</u></p> <ul style="list-style-type: none"> ▪ Dorimé-Williams, M. (2018). Developing socially just practices and policies in assessment. <i>New Directions for Institutional Research</i>, 177, 41-56. |

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| | | <ul style="list-style-type: none"> Montenegro, E., & Jankowski, N. A. (2020, January). <i>A new decade for assessment: Embedding equity into assessment praxis</i> (Occasional Paper No. 42). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment. Bourke, B. L. (2017). Advancing toward social justice via student affairs inquiry. <i>Journal of Student Affairs Inquiry</i>, 1-14. <p>In-class activity "Equity in Action: Designing Inclusive Assessments"</p> <p>In-class time to begin the second assignment</p> <p>Positionality Statement (75 points) <i>Due: Sunday, September 15, by 11:59 pm EST</i></p> |
| Week 4: Sept. 16 | Assessment Types and Processes | <p>In-person meeting from 6:00 pm to 8:40 pm, 5602 Posvar Hall</p> <p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> Henning, G. W., & Roberts, D. (2016). <i>Student affairs assessment: Theory to practice</i>. Stylus. [Chapters 3-4] Balser, T. J., & Kniess, D. (2018). Challenges and barriers. <i>New Directions for Institutional Research</i>, 175, 81-88. <p>In-class time to form groups and brainstorm project ideas</p> |
| Week 5: Sept. 23 | Qualitative Methods | <p>In-person meeting from 6:00 pm to 8:40 pm, 5602 Posvar Hall</p> <p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> Henning, G. W., & Roberts, D. (2016). <i>Student affairs assessment: Theory to practice</i>. Stylus. [Chapters 7, 10] Harper, S. & Kuh, G. D. (2007). Myths and misconceptions about using qualitative methods in assessment. <i>New Directions for Institutional Research</i>, 136, 5-14. McDavid, J. C., Huse, I., & Hawthorn, L. R. L. (2019). <i>Program evaluation and performance measurement: An introduction to practice</i>. Sage Publishing. Chapter 5 - Applying Qualitative Evaluation Methods <p><u>Supplemental Readings:</u></p> <ul style="list-style-type: none"> Hsieh, H., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. <i>Qualitative Health Research</i>, 15(9), 1277-1288. 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. 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. <p>In-class time to work on Step one of the group project due October 20, 2024</p> |
| Week 5: Sept. 30 | Student Learning Outcomes | <p>Virtual Zoom Class 6:00-7:30 pm via Zoom Guest Lecturer: Ronell Joseph Eisma, Evaluation Consultant</p> <p><u>Assigned Readings:</u></p> |

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| | | <ul style="list-style-type: none"> ▪ Henning, G. W., & Roberts, D. (2016). <i>Student affairs assessment: Theory to practice</i>. Stylus. [Chapter 5] ▪ Aiken-Wisniewski, S. A. et al. (2021). The missing competency. Stylus. [Chapter 4: Program definition stage: Goals, objectives, and outcomes] ▪ 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 <p><u>Supplemental Readings:</u></p> <ul style="list-style-type: none"> ▪ 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. ▪ Tatone, K. L. (2021). Avoiding the threat of neoliberalism in outcome-based assessment. <i>ACPA Developments</i>. |
| Week 6: Oct. 7 | Quantitative Methods | <p>In-person meeting from 6:00 pm to 8:40 pm, 5602 Posvar Hall</p> <p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> ▪ Henning, G. W., & Roberts, D. (2016). <i>Student affairs assessment: Theory to practice</i>. Stylus. [Chapter 6, 9] ▪ 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.) <i>Gender and sexual diversity in US higher education: Contexts and opportunities for LGBTQ Students</i>. ▪ 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. ▪ Sriram, R. (2014). Five things not to do in developing surveys for assessment in student affairs. <i>NASPA Research and Policy Institute Issue Brief</i>. Washington, DC: NASPA. <p><u>Supplemental Readings:</u></p> <ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ Sriram, R. (2017). Student affairs by the numbers. Stylus. [Chapter 5: The theory behind survey design and Chapter 6: Survey design in practice] ▪ Sriram, R. (2017). <i>Student affairs by the numbers: Quantitative research and statistics for professionals</i>. Stylus. [Chapter 7: Basic Statistics is particularly helpful] <p>In-class time to work on Step one of the group project due October 20, 2024</p> |
| Week 7: Oct. 14 | Fall Break (University Closed) | |

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| Week 8: Oct. 21 | Qualitative and Quantitative Data Analysis | <p>In-person meeting from 6:00 pm to 8:40 pm, 5602 Posvar Hall</p> <p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> ▪ Henning, G. W., & Roberts, D. (2016). <i>Student affairs assessment: Theory to practice</i>. Stylus. [Chapters 12-13] <p>In-class time to pilot test your instruments with your paired group</p> |
| Week 9: Oct. 28 | Participatory Evaluation | <p>Virtual Zoom Class 6:00-7:30 pm via Zoom Guest Lecturer: Bree Kessler, Independent Consultant</p> <p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> ▪ Grabeau, A. A., & Stoltzenberg, E. B. (2018). Incorporating emergent voices into the assessment process. <i>New Directions for Institutional Research</i>, 175, 25-47. ▪ Barreto-Cortez & Upshur (1995). What Is Participatory Evaluation (PE)? What Are Its Roots? |
| Week 10: Nov. 4 | Reporting, Sharing, and Using Assessment /Evaluation Results | <p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> ▪ Henning, G. W., & Roberts, D. (2016). <i>Student affairs assessment: Theory to practice</i>. Stylus. [Chapters 15-16] ▪ Lysy, C. (2013). Development in quantitative data display and their implications for evaluation. <i>New Directions for Evaluation</i>, 139, 33-51. ▪ Henderson, S. & Segal, E. H. (2013). Visualizing qualitative data in evaluation research. <i>New Directions for Evaluation</i>, 139, 53-71. ▪ Stebleton, M. J. (2021). Stories to craft: Applying narrative competencies to student affairs. <i>Journal of College and Character</i>, 22(2), 171-178. <p><u>Supplemental Readings:</u></p> <ul style="list-style-type: none"> ▪ Knerr, A. R., & Gold, S. P. (2013). Chapter 5: Using and sharing assessment data. In <i>Assessment in practice: A companion guide to the ASK standards</i> (pp. 47-53). Washington, DC: ACPA. <p>In-class time to work on Step two of the group project due November 17, 2024</p> |
| Week 11: Nov. 11 | Equity and Justice in Practice | <p>Virtual Zoom Class 6:00-7:30 pm via Zoom Guest Lecturer: Katherine Yngve, Independent Consultant</p> <p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> ▪ Ciji, A.H., et al. (2023). Exploring barriers to equity-centered assessment in higher education. National Institute for Learning Outcomes Assessment. ▪ Heiser, C.A., et al. (2023). Exploring what is needed to support equity-centered assessment in higher education. National Institute for Learning Outcomes Assessment. |
| Week 12: Nov. 18 | <p>Class Choice Discussed and decided by students:</p> <ul style="list-style-type: none"> ▪ Class time can be centered on a student's topic of interest | |

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| | <ul style="list-style-type: none"> ▪ Class time can be spent working in your groups (virtual or in-person) ▪ Class time can be spent in a 30-minute team meeting with the instructor for final project feedback (virtual or in-person) |
| Week 13: Nov. 25 | <i>No Class—University Recess</i> |
| Week 14: Dec. 2 | <i>No Class- Work on the final project</i> |
| Week 14: Dec. 9 | Final Presentations Final Submission of Assessment/Evaluation Project due by December 11, 2024, by 11:59 pm EST Confidential Peer Evaluation of Group Members due December 11, 2024, by 11:59 pm EST |