

15:245:642:E1

**Special Topics In College Student Affairs:
Assessing Outcomes in Student Affairs: Theory to Practice
Summer 2015**

Instructor: Marylee Demeter, Ed.M., M.A.	Email: nyrmare@gmail.com
Phone Number : 908-616-2701	Office Location <i>N/A; Available by phone/online</i>
Office Hours: Upon request (online/phone)	Prerequisites or other limitations: None
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

Course Description

Course catalog description:

The purpose of this course is to provide students an opportunity to build on previous course experience by applying assessment, evaluation, and research (AER) competencies in conjunction with summer internships to gain practical experience in Student Affairs Assessment. Students will develop an understanding of assessment policies, procedures, and measures employed across Divisions of Student Affairs, as well as those typically employed within Divisional Departments/Units. Students will develop an assessment project specific to their host institution, identify and analyze appropriate data, disseminate results and action plans, and articulate successes and challenges encountered during the course of the project. This course is designed to assist students in reinforcing previously introduced basic competencies, mastering additional basic competencies, and will touch on intermediate competencies identified by the ACPA/NASPA Professional Competencies.

Learning goals:

1. Students will reflect on career aspirations, and connect common AER activities and measures to future professional roles.
2. Students will develop an understanding of the culture of assessment, including typical assessment measures, policies, and procedures employed across Divisions of Student Affairs, as well as within individual SA units/departments at their host institutions.
3. Students will identify, connect, and understand the relationship between the institution's mission and learning goals to unit/departmental mission and program and learning goals.
4. Participants will demonstrate the correct, contextual applications of assessment by developing an assessment project aimed at assessing Program Outcomes or Student Learning Outcomes (POs/SLOs) tailored to their host institution's needs.

5. Participants will identify and analyze existing data to demonstrate analysis and consulting techniques for applying data to decisions.
6. Students will close the loop on assessment, and gain an understanding of the importance of this step in the assessment process.
7. Participants will practice evaluating and giving feedback on assessment plans, methods, and overall project design.

Corresponding ACPA/NASPA Professional Competencies:

Basic

1. Differentiate among assessment, program review, evaluation, planning, and research, and the methodologies appropriate to each. *Covered in CSA 15:245:603:01*
2. Effectively articulate, interpret, and use results of assessment, evaluation, and research reports and studies, including professional literature. *Covered in CSA 15:245:603:01*
3. Explain the necessity to follow institutional and divisional procedures and policies (e.g., IRB approval, informed consent) with regard to ethical assessment, evaluation, and other research activities. *Covered in CSA 15:245:603:01*
4. Assess trustworthiness and other aspects of quality in qualitative studies and assess the transferability of these findings to current work settings.
5. Assess quantitative designs and analysis techniques, including factors that might lead to measurement problems such as those relating to sampling, validity and reliability.
6. Explain to students and colleagues the relationship of AER processes to learning outcomes and goals.
7. Identify the political and educational sensitivity of raw and partially processed data and AER results, handling them with appropriate confidentiality and deference to the organizational hierarchy.
8. Align program and learning outcomes with organization goals and values.

Intermediate

1. Contribute to the understanding of colleagues, faculty, and others in the institution of the relationship of departmental AER processes to learning outcomes and goals at the student, department, division, and institutional levels.
2. Discern and discuss the appropriate design(s) to use in AER efforts based on critical questions, necessary data, and intended audience(s).
3. Use culturally relevant and culturally appropriate terminology and methods to conduct and report AER findings.
4. Manage the implementation of institutional and professional standards for ethical AER activities.

Accommodations:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss

the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Academic Integrity Policy:

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

Course Requirements:

Attendance Policy:

Students are required to participate in online class discussions on a weekly basis by the due date, as outlined in *Course Expectations: Class Participation*, as well as our [Discussion Board Schedule](#).

Course Expectations:

Class Participation (30% of total grade):

Online (asynchronous): Students are expected to complete all readings, participate in class discussions, and submit assignments by the due date noted; *late assignments/discussion postings will not be accepted*. Class will be facilitated using [Sakai](#), and a variety of resources will be available through our course site. Discussion questions will be posted on Mondays; students are expected to post responses by 11:59 pm the following Sunday night (e.g., questions posted on 6/22, response are due 6/28).

Live (synchronous): There will be **two required “live” conference calls/course discussions** conducted via [Uber Conference](#) (Uber allows for recording of the discussion). We will meet once during the first week of class (6/23 – 6/26) to afford students the opportunity to discuss their internship responsibilities, course content and expectations, and clarify questions. A second conference call will be scheduled sometime between July 9 and July 22 to discuss assessment plans, clarify concerns, and answer remaining questions regarding your completed assessment project.

A Doodle poll will be administered at the beginning of the semester to schedule our discussions to ensure all students are able to attend. (*Note: I understand issues may arise while serving in your internships. Students who cannot attend live discussions will be excused upon receiving appropriate documentation from internship supervisors.*)

Written Papers (4 total – 60% of total grade):

Four writing assignments are required for this course; all papers are required to adhere to APA 6th ed. formatting guidelines, and include relevant hyperlinks to web sites/resources (e.g.: [hyperlink to resource](#)) within the body of the text.

1. Career Aspiration Reflection Due 6/28 (week 1 – 10% of total grade):

Describe your career aspirations, your values and experiences that led to this decision, and connect common/typical AER activities and measures to your future professional role. Discuss

your interest in assessment, and how you plan to contribute to assessment efforts upon entering the professional field. (2-4 pages)

2. Culture of Assessment *Due 7/5 (Week 2 – 10% of total grade):*

Describe the current state and culture of assessment at your host institution. Identify departments/units housed within SA; identify and describe key Division-wide and departmental assessment practices, policies, procedures, and measures; key administrative staff (e.g., Coordinators, Directors, Assessment Councils/Teams), and illustrate how assessment results are communicated with internal and external stakeholders and used for decision-making purposes. Include a discussion of Division-wide commitment to assessment as well as successes and challenges typically encountered by the Division in assessing SLOs/POs (3-5 pages).

3. Develop an Assessment Plan *due Tuesday July 7 (Week 3 – 15% of total grade)*

Design a plan to evaluate unit/departmental SLOs or POs using existing data at your host institution (2-3 pages). *Note: analyses of social media hashtag-related data are encouraged for students who may not be able to access institutional data. For example, one can assess digital leadership as an SLO, information literacy, etc.).*

4. Executive Summary *Due 7/27 (Week 6 – 25% of total grade)*

Submit completed assessment project, including proposed actions/decisions based on results (8-10 pages).

Presentation *Due 7/27 (10% of total grade)*

Develop and deliver a presentation disseminating results and proposed actions/decisions to both internal stakeholders at your host institution, and your classmates.

- Oral Presentations are given at host institution, recorded, and uploaded to Sakai by 5:00 p.m. on Monday July 27.
 - Presentation is flexible, in that you may present to a group, or to only your supervisor.
 - Presentations are required to have a written component (AKA, slides) to be submitted as supporting documentation (e.g., a PPT/ Prezi).
 - Presentations must range 8 – 10 minutes.

Grading policy:

1. Class Participation (30% - - 5% per week)
2. Career Aspiration Reflection paper (10%)
3. Culture of Assessment paper (10%)
4. Assessment Plan/proposal (15%)
5. Assessment Project Executive Summary (25%)
5. Final Presentation – Closing the Loop (10%)

Graduate School of Education grading scale

- A = 90 - 100 points
- B+ = 85 – 89
- B = 80 – 84
- C+ = 75 – 79

C = 70 – 74
 F = below 70

Required Readings:

1. Schuh, J.H. (Ed.) (2013). [Selected contemporary assessment issues \[Special issue\]](#). *New Directions for Student Services*, 2013(142).
 - a. Available through Rutgers Library

Reference Texts from Intro Course (15:245:603)

2. **Jones, S.R., Torres, V., & Arminio, J. (2013).** Negotiating the complexities of qualitative research in higher education: Fundamental elements and issues (2nd ed.). New York, NY: Routledge. (Required) - **Chapters 2 & 9**
3. **McMillan, J.H. 2012.** Educational research: Fundamentals for the consumer (6th ed.). Boston, MA: Pearson. (Required) Chapters 1-9 (Total # of chapters: 1-14) **Chapters 10 - 14**
4. **Schuh, J. H., & Associates (2009).** Assessment methods for student affairs. San Francisco, CA: Jossey-Bass. (Required) Chapters 1 - 5 (Total # of chapters 1 - 10) **Chapters 6 – 10**

Recommended

5. Culp, M. M. & Dungy, J.D. (Eds.) (2012). *Building a culture of evidence in student affairs: A guide for leaders and practitioners*. Available through [NASPA](#) (\$25 members, \$30 non-members)

Course Schedule by Week

Week	Topics to be Covered	Assignments & Readings
1: June 22-28	<ul style="list-style-type: none"> • Understanding the role of assessment as related to career aspirations. • Contemporary issues in SA assessment. • Develop understanding of culture of assessment at the Divisional and Departmental levels • Accountability: Understanding the role of assessment with regards to retention and persistence to graduation. 	<ul style="list-style-type: none"> • Paper #1: Career aspiration reflection due 6/28 • Watch: The Evolving Competencies of Student Affairs Assessment Professionals (Gavin Henning, February 2015) • Blimling (2013) • Gansemer-Topf (2013) • Kennedy-Phillips & Uhrig (2013) • Schuh (2013) • Uber Conference: Live Discussion (Max. One Hour) <ul style="list-style-type: none"> ○ Questions about course content; get to know each other

		<p>professionally; understanding course expectations.</p> <ul style="list-style-type: none"> ○ Initial discussion of SA Assessment: importance/trends/competencies
June 29-July 5	<ul style="list-style-type: none"> • Understanding the role of the SA assessment coordinator/director • Assessing Program Outcomes (POs) • Assessing Student Learning Outcomes (SLOs) • Collaborating across the institution 	<ul style="list-style-type: none"> • Paper #2: Culture of Assessment due 7/5 • Livingston & Zerulik (2013) • Dean (2013) • Shivers & McMillan (2013) • Biddix (2013)
July 6 – 12	<ul style="list-style-type: none"> • Evaluating Assessment Plans • Identifying resources, tools, and effective assessment practices (internal and external: e.g., institutional resources, SAAL, etc.) • Technology and assessment 	<ul style="list-style-type: none"> • Assessment Plan/Proposal due (7/7) • Watch: Using Technology to Collect Evidence of Educational Outcomes (Stan Dura, March 2014)
July 13 – 19	<ul style="list-style-type: none"> • Gathering and organizing your data • Analyzing your data • Dashboard indicators 	<ul style="list-style-type: none"> • Mitchell & Ryder (2013)
July 20-26	<ul style="list-style-type: none"> • Articulating your findings • Data-driven decision-making • Preparing to close the loop 	<ul style="list-style-type: none"> • Watch: Sharing Data and Marketing Results (Michael Christakis, April 2015) • Bresciani (2013)
July 27 – 30	<ul style="list-style-type: none"> • Closing the Loop • Considerations for future assessment and accountability • Reflection and wrap-up 	<ul style="list-style-type: none"> • Final Assessment Projects Due 7/27 <ul style="list-style-type: none"> ○ Executive Summary ○ Presentation of Results at host institution (Video and Slides) • Final discussion of projects and course wrap up

A Final Note...

I can't stress how important it is to contact me if you are having difficulties completing course work. I strongly encourage you to take a proactive approach to ensure you successfully meet course requirements!! I will work with you to ensure your work is submitted in a timely manner if you communicate your concerns with me ahead of time – thanks!!