

EDCP 672: Individual and Organizational Assessment in Student Affairs

The University of Maryland, College Park Spring 2016

Wednesday, 3 to 5:45 PM

1215 Jimenez

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This syllabus is a living document subject to change based on group interest in a particular topic, time constraints, or unexpected circumstances. If changes are made in the syllabus, that will be announced in class and an updated syllabus will be posted in ELMS.

Course Description

An examination of the scholarship and practice of assessment of college student learning and developmental outcomes as well as organizational practices that contribute to those outcomes.

Required Texts

Dillman, D. A., Smyth, J. D., & Christina, L. M. (2014). *Internet, phone, mail and mixed-mode surveys: The tailored design method*. (4th ed.). Hoboken, NJ: Wiley.

- ISBN-13 978-1-118-45614-9
- Available via UMD library at <http://bit.ly/1IN7ZKy>

Stevens, D. D., & Levi, A. J. (2012). *Introduction to Rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning* (2nd ed.). San Francisco: Jossey-Bass.

- ISBN-13: 978-1-57922-588-9
- ISBN-10: 1579225888
- E-Book: 978 1 57922 590 2
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Additional readings posted on ELMS or distributed in class. Each reading assignment is designed to help you complete an assignment, to add information to a lecture, and/or to prepare you to fully engage with invited speakers.

Evaluation & Grading

Each assignment is worth a specific number of points; total points available for this course is 232. Your grade is based on the percentage of those points that you have earned, using the scale shown below.

Final Grading Scale using percentage of total points you have earned:

A = 100% - 90% B = 89% - 80% C = 79% - 70% D = 69% - 60% F = < 60%

Assignments (see course schedule below for due dates)

- Learning Reflections for Class 2 through Class 13 (12 classes at 5 points each): 60 points
For Class 2 through Class 13, use the readings for that class meeting and the discussions in the previous class meeting to develop a learning reflection. Please type your reflection, including your name at the top of the page and the class session number and date for which you have prepared the reflection; submit it electronically via ELMS on or before 5 PM the day before class. Each reflection should be 2 to 3 pages, double spaced and have at least one central point/observation you wish to make and supplemental comments about that point. You may use the following two stimulus questions to develop your reflection but your reflection can be focused in any way that best reflects the ideas on which you are reflecting: (1) What three ideas stuck with you most from the readings or other preparation for the upcoming class meeting?, and (2) based on the readings and preparation, what do you think is most important for professionals in student affairs to know and be able to do?
- Learning outcomes summative presentation: 76 points (*if rubric is further honed, number of points may change and will be communicated; grade would still reflect percentage of points)
- Proposed survey summative presentation: 76 points
- Instrument review: 20 points
 - Note on formative and summative presentations: formative means “for feedback only”; summative means “for a grade.” We will use a presentation rubric to provide each presenter with feedback; we will hone the rubric when needed. The honed rubric will be used for your summative presentation.

Class Policies

Electronic devices: please turn **off** (not vibrate; not silent ring) and put away your cell phone or other electronics during class. If you must keep your electronic device on during class due to an emergency or job requirement, please let me know.

Absences: If you must miss or be late for class, kindly consider sharing with me the reason (illness, family emergency, work emergency and other unexpected situation). You remain responsible for material covered in that class session.

Assignments and Writing Style

Your written work must be consistent with the style described in the APA Manual (6th edition). Because this course is offered in the second semester of a two year Master’s program, I expect each of you to know how to use the APA Manual to correctly cite sources. Do not guess; **look it up**. Please use Times New Roman, 12 point font with one inch margins on all sides.

Academic Integrity

This course is part of your professional preparation and as such, your integrity as a scholar and as a practitioner is an integral part of that course. Plagiarism, falsification, misrepresentation, and deception in your work are completely unacceptable and will automatically receive a zero for that assignment. In particular, kindly consult the most recent APA Manual for guidance in properly citing works to which you may refer in your assignments. See <http://shc.umd.edu/SHC/HonorPledgeInformation.aspx>

Graduate Writing Fellows

This is the last semester before you begin your fulltime professional work. The ability to write clearly, correctly, and professionally is important in this course and beyond. Because I want you to succeed, I will refer you to Graduate Writing Fellows when that would help you professionally: http://www.gradschool.umd.edu/Writing_Fellows/homepage.htm

Students with Disabilities

If you have a disability that requires academic accommodations, please let me know on or near the first day of class and kindly describe the accommodation you may need. Let's work together toward a productive course for you.

Religious/spiritual observance

If you anticipate needing to turn in an assignment late or miss class as part of your observance of a religious or spiritual holiday, kindly notify me at least two weeks prior to the holiday.

Course Cancellations/Delays

If the University is closed due to snow or other emergency, an outgoing message will be recorded on the SNOW line (301 405-SNOW) by roughly 6 AM. The University website (www.umd.edu) and University text messaging system will also relay that information. Sign up for alerts at www.alert.umd.edu.

Limits to confidentiality in the classroom

While receiving instruction, advising, or other services at the University, Maryland state law requires advisors/educators/employers to report any incident of past or current child abuse or neglect to Child Protective Services and to the University President's Designee, the University's Chief of Police. In addition if an educator has reason to believe that a vulnerable adult (an adult who lack eth physical or mental capacity to provide for the adult's daily needs) over the age of 18 is in danger, the educator is required to make a report to law enforcement authorities. Health professionals, psychologists, psychotherapists, counselors and mental health professional are not required to report child abuse neglect to the President's Designee, but are required by law to make reports to Child Protective Services.

Engagement/building your professional network

Many class meetings will include invited guests who will be with us either virtually or physically. I have drawn these guests from among my professional contacts in assessment.

Each guest has been invited because they can make a unique and strong contribution to the class content for that date. Early in the course, I will ask each class member to volunteer to host a virtual guest. Hosts are responsible for contacting each guest one week ahead of time and assuring that the guest can correctly use our Adobe Connect software and related hardware. If needed, the host will also work with Jimenez IT staff to resolve issues before class. On class day, hosts will also use Adobe Connect to bring the guest into our class. While the work of each host will certainly aid our class logistics, the intention of this activity is to assist you in further building your professional network with student affairs professionals and enable you to list Adobe Connect among technical skills you may list on your resumé.

Course Schedule

Date	Assignments, topics, and guests. Textbook reading shown below. Please consult ELMS for additional non-textbook reading.
1/27 Class 1	Topics: Introduction to Class; History and context for assessment; alignment of division goals with learning opportunities and assessment; learning outcomes.
2/3 Class 2	Due: Formative presentations: learning outcomes, alignment examples, Reflection Topic: The bigger picture: Assessment plans; assessment reports Virtual guest: Victoria Livingston, U Wisconsin-Platteville Host: Maya
2/10 Class 3	Due: Summative presentations: learning outcomes and alignment with office purpose/mission; Reflection; Group discussion of assessment reports Topic: Types of assessment; assessment reports; sources of survey error Virtual guest: Marla Franco, University of Arizona Hosts: Dawn and Coty
2/17 Class 4	Due: Dillman Ch. 1, Formative presentations: Student affairs example of each type of survey error, Complete <i>Qualtrics</i> online training, Reflection Topic: Mixed-mode, tailored design; surveys used for student affairs purposes Virtual guest: Dr. Adam Christensen, Penn State University Host: Jacky
2/24 Class 5	Due: Dillman Ch. 2 and 3, Formative presentations: population of interest; source of identifying population; modes of contact and response; encouraging non respondents; Reflection Topic: Social exchange theory, writing questions Virtual guest: Dr. Darby Roberts, Texas A & M Host: Caroline
3/2 Class 6	Due: Dillman Ch. 4 and 5. Formative presentations: ten questions; describe analyses; Reflection Topic: Visual presentation of surveys Virtual guest: Mary Odden, CampusLabs Host: Linh
3/9	ACPA – NO CLASS
3/16	Spring Break/NASPA – NO CLASS

3/23 Class 7	<p>Due: Dillman Ch. 6; Stevens Ch. 1-3. Summative (graded) presentations of your proposed survey; Reflection</p> <p>Topic: Introduction to rubrics as an assessment method</p>
3/30 Class 8	<p>Due: Discussion of your reflections from Chapters 1-3 in Stevens and Levi; Reflection</p> <p>Topic: Rubrics as an assessment method</p> <p>Virtual guests: Aimee Shattuck and Vicki Wise, Portland State University</p> <p>Host: Noah and Jazmin</p> <p>Invited class members: Nicole Mehta and Jacki Mac, University of Maryland</p>
4/6 Class 9	<p>Due: Discussion of your reflections from Chapter 4 in Stevens and Levi</p> <p>Topic: Rubrics Lab: In class construction of rubrics</p> <p>Invited class leaders: Nicole Mehta and Jacki Mac, University of Maryland</p>
4/13 Class 10	<p>Due: Debrief rubrics lab; discussion of your reflections from chapter 8, 9, 10, 11 or 12 in Stevens and Levi; Reflection</p> <p>Topic: Understanding, evaluating, and using assessment instruments</p>
4/20 Class 11	<p>Due: Summative (graded) written review of an assessment instrument; Reflection</p> <p>Topic: Introduction to focus groups</p> <p>Invited class member: Mark Stewart, Office of Sustainability</p>
4/27 Class 12	<p>Due: Reflection</p> <p>Topic: Focus group lab</p> <p>Invited class co-leader: Mark Stewart, Office of Sustainability</p>
5/4 Class 13	<p>Due: Reflection</p> <p>Topic: Assessment to empower social change: Assessing campus climate</p> <p>Virtual guest: Ryan Davis, Director, Assessment and Educational Programs Office of Diversity and Inclusion, Purdue University</p> <p>Host: Sarah</p> <p>Invited guests: selected diversity and equity program administrators from U MD - TBA</p>

