



SAINT LOUIS
UNIVERSITY

Spring 2023

**Saint Louis University
School of Education**

EDH 5700-01: Assessment and Evaluation in Student Affairs (3 credits)

Tuesdays 4:15 PM—7:00 PM

Fitzgerald Hall 225

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Office Hours: By appointment

Prerequisites

EDR 5000 General Research Methods for Education

Catalogue Course Description

This course is designed to provide students with an understanding of current assessment and evaluation methods in student affairs administration. Topics will include defining and measuring student learning outcomes, assessment processes and designs, and methods for collecting and analyzing assessment data.

Expanded Course Description

As student affairs educators, we must often confront questions like: How do we know what we do makes a difference for students? What are students learning and how is their development being shaped through their engagement with us and the programs we offer? Are our current programs and services running as efficiently as they could be? As professionals, we want to know the answers to these questions so that we can design and strengthen our programs to serve students in the best ways possible. Tightening budgets and greater demands for accountability from senior administrators and external stakeholders mean we must also be prepared to show the value of what we do. In this course, students will be introduced to the practice of assessment and evaluation in student affairs. While theories undergirding this type of research will be discussed, the primary focus of this class is the practical design and application of assessment studies across multiple functional areas within student affairs.

Course Outcomes

Upon completion of this course, students will be able to:

- Understand the role of assessment and evaluation in student affairs.

- Develop and articulate clearly defined learning and development, operational, and program outcomes.
- Explain different forms of assessment and select an appropriate form that is in line with the goals of the assessment.
- Design and write thorough assessment plans.
- Use quantitative and qualitative methods to conduct rigorous analyses for an assessment project.
- Clearly and effectively translate findings from assessment studies into practical guidance that can inform professional practice and institutional policy.
- Understand how to engage in assessment research in an ethical manner.

Required Text

Henning, G. W., & Darby, R. (2016). *Student affairs assessment: Theory to practice*. Stylus Publishing.

Assignments

Assessment Topic (10%)—Feb. 21

Your final project for this class is an outcomes assessment plan for a program in student affairs or higher education of your choosing (for more information on the final project see below). For this assignment, in 1-2 pages, double-spaced write a (1) proposed project title, (2) a purpose statement, and (3) the outcomes you are planning to assess. This is to be an assessment of a program's outcomes (e.g., student learning/development, program, and/or operational), not simply an assessment of user satisfaction. This assignment is intended to help you begin thinking about your final project/full assessment plan and provide an early opportunity for you to receive written feedback from me. You will incorporate your writing here into your final assessment plan.

Quantitative Skill Building (10%)—March 21

This brief assignment is intended to help you continue practicing your quantitative research skills. For this assignment, you will conduct basic descriptive analysis and data visualization of a higher education dataset I provide using Microsoft excel. In addition to completing the assigned worksheet, you will also submit your excel workbook showing your work. More details on this assignment will be shared on Week 8 (March 7).

Survey Design (10%)—March 28

Designing and fielding surveys is a key skill in student affairs assessment. The purpose of this assignment is for you to practice writing clear and effective survey questions, while practicing survey construction in a commonly used survey software. Using Qualtrics, your task is to design a short 7-10 item survey on a student affairs administration topic of your choice. In 1-2 pages, double-spaced (1) present your research question or questions that guided your survey, (2) identify your population of interest, and (3) describe your sampling strategy. Submit this document to Canvas along with a link to your Qualtrics survey. We will spend time in class on Week 10

(March 21) exploring the Qualtrics software. Your survey must have the following elements:

- A title and brief introduction for the survey taker
- At least 1 substantive open-ended question
- At least 1 “select all that apply” question
- At least 1 “select one” question
- At least 1 Likert-type question
- A thank you message for the survey taker
- An aesthetically pleasing design.

Qualitative Skill Building (10%)—April 4

This brief assignment is intended to help you continue practicing your basic qualitative research skills. For this assignment, you will create a semi-structured interview protocol. In 1-2 pages, double-spaced (1) present your research question or questions that guided your interview protocol, (2) identify your population of interest, and (3) describe your sampling strategy. Then, draft a semi-structured interview protocol that includes the following elements:

- An explanation of your study and the purpose of the interview (something you would read to your participant).
- 5-7 substantive interview questions, each with at least 1 additional/probing question.
- The explanation/purpose, questions, and probes should be formatted into a document that could be used to take notes on during the interview.

Submit both documents to complete this assignment. We will spend time in class on Week 11 (March 28) discussing interviewing and interview protocols.

Article Presentation (20%)—April 18

For this assignment, you and a partner will select a journal article from the included list to present to the class (*see the end of the syllabus for the article list). Your task will be to develop a slide show presentation summarizing the article’s key points, sharing your thoughts on the quality and relevance of the article, and connecting the article to course readings and discussions. There is no minimum number of slides required, but your presentation to the class should aim to be 15-20 minutes long and should include 1-3 discussion questions. You will need to submit your slides to Canvas before the start of class on April 18th. In class on Week 2, we will conduct a lottery to determine the picking order for groups and articles.

Assessment Plan (30%)—May 2

Your final project for this class is an outcomes assessment plan for a program in student affairs or higher education of your choosing. *Please note you will not be conducting the assessment, only developing an assessment plan.* The purpose of this assignment is to allow you to practice thinking through the key dimensions of the assessment process. This is to be an assessment of a program’s outcomes (e.g., student learning/development, program, and/or operational), not simply an assessment of user satisfaction. Your assessment plan should be 6-10 pages, double-spaced

(excluding the title page and references) and should include the following substantive elements:

- **Project Title**
 - A short title that clearly communicates the program and type of assessment.
- **Introduction**
 - A description of the program that is to be assessed, who it aims to serve, its intended outcomes, and the institutional context (e.g., the type of college or university, the professional unit responsible for the program).
- **Purpose Statement**
 - The underlying reason(s) and goal(s) for conducting the assessment. The purpose statement is generally 1-2 paragraphs and should also communicate how the results of the assessment will be used.
- **Stakeholders**
 - Who will receive and/or who will be tasked with implementing findings and recommendations from the assessment report? Who will be impacted by the assessment?
- **Outcomes**
 - What are the formal outcomes of the program with which you are assessing? Remember, these outcomes may be student learning and development, program, and/or operational outcomes.
- **Related Literature**
 - What previous scholarly literature/research is relevant to your proposed assessment? What have research studies of similar programs found? What theory (e.g., student development theory) is relevant to understanding the design/functioning of the program?
- **Population of Interest**
 - What group or groups are the focus of your program and/or assessment? For example, if you are assessing student learning outcomes, the population of interest would be all the students that participate in the program.
- **Sampling**
 - What group or groups will you specifically be collecting data from? Again, if you are assessing student learning outcomes, the sampling section would describe how you plan to select individuals from the population of interest from which to collect data.
- **Data Collection Methods**
 - How are you planning to collect data (e.g., focus groups, interviews, surveys, administrative records, documents)? Here, you will describe how you plan to collect data, any sources of existing data, and the tools you will use to collect that data.
- **Data Analysis Methods**
 - How are you planning to analyze and make meaning of the data you collect (e.g., thematic coding, descriptive statistics, multiple regression)? In this section, describe the specific methods you will use to analyze your data.

- **Dissemination Plan**
 - How will you share the results of your assessment?
- **Planned Use of Results**
 - How would you like the results of your assessment to be used?

Final Presentation (10%)—May 2

The final assignment is a presentation of your assessment plan to the class. Presentations should be no more than 10 minutes in length. Please submit your slide deck to Canvas.

Overview of Due Dates (Quick Reference)

Assignment	Due Date	% of Grade
Assessment Topic	Feb. 21	10%
Quantitative Skill Building	March 21	10%
Survey Design	March 28	10%
Qualitative Skill Building	April 4	10%
Article Presentation	April 18	20%
Assessment Plan	May 2	30%
Final Presentation	May 2	10%

Course Policies

Inclusive Learning

One of my chief responsibilities as your instructor is to help create and facilitate a positive, welcoming, and inclusive learning environment. Together, we must work to create a space and culture of mutual respect, one where a variety of ideas and opinions can be expressed, understood, and tested. Remember, both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. With that, racist, sexist, homophobic, ableist, or any language or actions that degrade, threaten, or attempt to silence others will not be tolerated.

Office Hours

Office hours are a great time to talk about your progress in the class, ask additional questions about assignments, or simply talk about higher education/student affairs. Office hours are by appointment, but do not require much notice. Please just send me an email and we can schedule some time to meet either in person or on Zoom.

Attendance

Students are expected to attend every class session or notify me in advance that they will be absent along with the reason for the absence. In emergency situations where advance notification is not possible, please try to reach out as soon as you are able. I understand that emergencies happen. Students who miss two class sessions without approval from me will have their final grade reduced by a whole letter grade (e.g., A to B, B to C). Missing three class sessions without authorization may result in a grade of FQ.

The health and well-being of SLU's students, staff, and faculty are critical concerns, as is the quality of our learning environments. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies and to create the conditions in which all students have the opportunity to learn and successfully complete their courses.

1. Students who exhibit any [potential COVID-19 symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the [University Student Health Center](#) for immediate assistance.
2. Students (whether exhibiting any of potential COVID-19 symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activities per the stipulations of the isolation or quarantine directive.
3. Students are responsible for notifying their instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible. Consistent with the [University Attendance Policy](#), students also are responsible for all material covered in class and must work with the instructor to complete any required work. In situations where students must be absent for an extended period of time due to COVID-19 isolation or quarantine, they also must work with the instructor to determine the best way to maintain progress in the course as they are able based on their health situation.
4. Consistent with the [University Attendance Policy](#), students may be asked to provide medical documentation when a medical condition impacts a student's ability to attend and/or participate in class for an extended period of time.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official, or due to an adverse reaction to a COVID-19 vaccine, shall be considered "Authorized" absences

Canvas

Students will be able to access the course syllabus, articles, lecture slides and recordings, and additional resources on Canvas. Lecture slides will be posted after class. All assignments must be submitted through Canvas.

Deadlines

Assignments must be submitted through Canvas by the start of class on the day they are due unless otherwise noted or prior arrangements are made with me. Students

should email me as quickly as possible about any special circumstances that may prevent them from submitting their assignment on time. I reserve the right to penalize late assignments by 10%. Assignments may be penalized an additional 5% per week past due. Please know that I understand that life happens. You all are people outside of this program and are balancing a lot. I am happy to be flexible. If you need a little extra time on an assignment, please just let me know as soon as possible. I am happy to accommodate.

Writing Format & Expectations

For students in the School of Education, I expect you to use the 7th edition of APA style. For all other students, you are free to use the style most commonly used in your discipline (e.g., MLA, Chicago, ASA). If you do not have a copy of the latest APA or other style manual, I would strongly encourage you to become familiar with the Purdue University OWL website: https://owl.purdue.edu/owl/purdue_owl.html.

Unless otherwise noted, papers should be double-spaced, utilize in-text citations as appropriate and include a title page, reference list, page numbers, have one-inch margins, and be in a 12-point standard font (e.g., Arial, Times New Roman, Calibri). Please note that all page-length requirements for assignments are reflective of the above formatting requirements and exclude the title page, references, and any tables or figures.

As a graduate-level course, graduate-level writing is expected. Excessive errors in grammar, punctuation, spelling, and clarity of expression will result in a lower grade. Any papers using sexist, racist or otherwise inappropriate language will be returned without a grade.

Grading

The grading/evaluation policy for this course is consistent with the standard grading system of Saint Louis University.

100-94	A	4.00	76-73	C	2.00
93-90	A-	3.70	72-70	C-	1.70
89-87	B+	3.30	69-65	D	1.00
86-83	B	3.00	65 or below	F	0.00
82-80	B-	2.70		FQ	0.00
79-77	C+	2.30			

<https://catalog.slu.edu/academic-policies/academic-policies-procedures/grading-system/>

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards

all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Mandatory Syllabus Statement on Face Masks

Throughout the COVID-19 pandemic, key safeguards like face masks have allowed SLU to safely maintain in-person learning. If public health conditions and local, state, and federal restrictions demand it, the University may require that all members of our campus community wear face masks indoors. Therefore, any time a University-level face mask requirement is in effect, face masks will be required in this class. This expectation will apply to all students and instructors unless a medical condition warrants an exemption from the face mask requirement (see below).

When a University-wide face mask requirement is in effect, the following will apply:

- Students who attempt to enter a classroom without wearing masks will be asked by the instructor to put on their masks prior to entry. Students who remove their masks during a class session will be asked by the instructor to resume wearing their masks.
- Students and instructors may remove their masks briefly to take a sip of water but should replace masks immediately. The consumption of food will not be permitted.
- Students who do not comply with the expectation that they wear a mask in accordance with the University-wide face mask requirement may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to those outlined in the Student Handbook. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:
 - dismissal from the course(s)
 - removal from campus housing (if applicable)
 - dismissal from the University
- To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with a University-wide face mask requirement.

When a University-wide face mask requirement is not in effect, students and instructors may choose to wear a face mask or not, as they prefer for their own individual comfort level.

ADA Accommodations for Face Mask Requirements

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services (students) or Human Resources (instructors) to initiate the accommodation process identified in the University's [ADA Policy](#). Inquiries or concerns may also be directed to the [Office of Institutional Equity and Diversity](#). Notification to instructors of SLU-approved ADA accommodations should

be made in writing prior to the first class session in any term (or as soon thereafter as possible).

Student Support

Basic Needs

Balancing work, life, and education can be especially challenging at times. If you find yourself in personal or academic distress and/or experiencing challenges such as securing food or difficulty navigating campus resources, please contact the Dean of Students Office (deanofstudents@slu.edu or 314-977-9378) for support. Furthermore, please notify me if you are comfortable in doing so, as this will enable me to assist you with finding the resources you may need.

University Counseling Center

The University Counseling Center (UCC) offers free, short-term, solution-focused counseling to Saint Louis University undergraduate and graduate students. UCC counselors are highly trained clinicians who can assist with a variety of issues, such as adjustment to college life, troubling changes in mood, and chronic psychological conditions. To make an appointment, call 314-977-8255 (TALK), or visit the clinic on the second floor of Wuller Hall.

Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit <https://www.slu.edu/life-at-slu/student-success-center/> to learn more about tutoring services, university writing services, disability services, and academic coaching.

University Writing Services

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, call the Student Success Center at 314-977-3484 or visit <https://www.slu.edu/life-at-slu/student-success-center/>.

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify me that they wish to use their approved accommodations in the course. Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at accessibility_disability@slu.edu or by

phone at [314.977.3484](tel:314.977.3484). Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to CADR. Confidentiality will be observed in all inquiries.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, *that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience*. This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886).

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php> and <https://www.slu.edu/general-counsel>.

Course Schedule

Please note that the I have listed the readings in the order you should complete them.

Week 1 (January 17): Course Introduction

Aaron, R. W., & Cogswell, C. A. (2022). The on ramp: Essential entry level experience and skills in student affairs assessment. *New Directions for Student Services*, 2022(178), 29-42.

Week 2 (January 24): Assessment in Higher Education and Student Affairs

Henning & Roberts (2016): Chapter 1 Assessment in Student Affairs

Fallucca, A. (2017). Student affairs assessment, strategic planning, and accreditation. *New Directions for Institutional Research*, 2017(175), 89-102.

Felix, E. R., Ceballos, D. A., Salazar, R., Vedar, E. N. R., & Perez, E. J. (2022). Examining the field of institutional research: Toward more equitable practices. *New Directions for Institutional Research*, 2021, 9-28.

Week 3 (January 31): Research Philosophy and the Assessment Process

Henning & Roberts (2016): Chapter 2 Epistemology

Broido, E. M., & Ro, H. K. (2020). Listening to marginalized voices: Paradigmatic, philosophical, and ethical bases of inclusive inquiry practices in student affairs. *New Directions for Student Services*, 169, 9-17.

Henning & Roberts (2016): Chapter 3 The Assessment Process

Week 4 (February 7): Planning and Designing Assessments

Henning & Roberts (2016): Chapter 4 Planning and Designing Individual Assessment Projects

Henning & Roberts (2016): Chapter 5 Types of Assessments

Dorime-Williams, M. (2018). Developing socially just practices and policies in assessment. *New Directions for Institutional Research*, 177, 41-56.

Week 5 (February 14): Defining Outcomes and Designing Rubrics

Henning & Roberts (2016): Chapter 6 Outcomes

Henning & Roberts (2016): Chapter 12 Additional Assessment Methods (pp. 183-187)

Reynolds, A. L., & Chris, S. (2008). Improving practice through outcomes based planning and assessment: A counseling center case study. *Journal of College Student Development, 49*(4), 374-387.

Week 6 (February 21): Quantitative Designs

Henning & Roberts (2016): Chapter 7 Quantitative Designs

Henning & Roberts (2016): Chapter 9 Statistical Overview for Assessment

Due Assessment Topic

Week 7 (February 28): Higher Education Data (Meeting at McDonald Douglass Hall 1003L)

Ramirez, N. A., Lacy, A., Duprey, M., & Jones, A. (2019). NCES sample surveys: A practical primer for new users, practitioners, and policymakers. *New Directions for Institutional Research, 2019*(181), 73-90.

Week 8 (March 7): Quantitative Skill Building (Meeting at McDonald Douglass Hall 1003L)

Winkler, C. E. (2022). Advanced skills in quantitative assessment. *New Directions for Student Services, 2002*(178), 133-148.

Week 9 (March 13-17): SPRING BREAK

Week 10 (March 21): Survey Design (Meeting at McDonald Douglass Hall 1003L)

Henning & Roberts (2016): Chapter 8 Survey Design

Cowles, E. L., & Nelson, E. (2015). *An introduction to survey research*. Business Expert Press. **Chapter 6 Only.**

Due Quantitative Skill Building

Week 11 (March 28): Qualitative Design

Henning & Roberts (2016): Chapter 10 Qualitative Design

Henning & Roberts (2016): Chapter 11 Interviews and Focus Groups

Due Survey Design

Week 12 (April 4): Qualitative Skill Building

Kniess, D. R., & Walker-Donnelly, K. (2022). Advanced qualitative assessment. *New Directions for Student Services*, 2022(178), 149-161.

Due Qualitative Skill Building

Week 13 (April 11): Workshop Class (Attendance Optional)

Week 14 (April 18): Article Presentations

Due Article Presentation

Week 15 (April 25): Using Assessments Results and Fostering a Culture of Assessment

Henning & Roberts (2016): Chapter 13 Sharing Assessment Results

Henning & Roberts (2016): Chapter 14 Using Assessment Results

Peterson, R. D., De Jesus, N. C., & Salgado-Rodriguez, E. (2022). The community college: Building a culture of assessment. *2022(178)*,111-120.

Week 16 (May 2): Final Presentations

Due Assessment Plan

Due Final Presentation

***Article Presentation Options**

- Brown, K. R., & Broido, E. M. (2020). Ableism and assessment: Including students with disabilities. *New Directions for Student Services*, 2020(169), 31-41.
- Lunceford, C. J., Buetikofer, E., & Roberts, G. (2020). Our turn to serve: Assessing military-connected students. *New Directions for Student Services*, 2020(169), 53-63.
- Makela, J. P., & Rooney, G. S. (2014). Framing assessment for career services: Telling our story. *New Directions for Student Services*, 2014(148), 65-80.
- Ortiz, A. M., & Boyer, P. (2003). Student assessment in tribal colleges. *New Directions for Institutional Research*, 118, 41-49.
- Paton, V. O., & Louder, J. R. (2022). Assessment of co-curricular support in predominantly online learning environments. *New Directions for Student Services*, 2022(178), 121-131.
- Rankin, S., & Garvey, J. C. (2015). Identifying, quantifying and operationalizing queer-spectrum and trans-spectrum students: Assessment and research in student affairs. *New Directions for Student Services*, 2015(152), 73-84.
- Snipes, J. T., & Correia-Harker, B. P. (2020). Implementing inclusive interfaith assessment: Considerations and challenges. *New Directions for Student Services*, 2020(169), 19-29.
- Strayhorn, T. L. (2022). Analyzing national databases in student affairs assessment at Historically Black Colleges and Universities (HBCUs). *New Directions for Student Services*, 2022(178), 163-174.
- Strayhorn, T. L., & Colvin, A. J. (2006). Assessing student learning and development in fraternity and sorority affairs. *Oracle: The Research Journal of the Association of Fraternity Advisors*, 2(2), 95-107.
- Volkwein, J. F. (2009). Assessing alumni outcomes. *New Directions for Institutional Research*, 2010, 125-139.