Applying & Leading Assessment in Student Affairs Syllabus for 2024-Q1

Course Dates

- The course starts February 5, 2024 and runs through April 1, 2024.
- Registration opens December 4, 2023 and closes March 22, 2024.

Instructor Information

Joe Levy, Ed.D., has led academic and student affairs assessment efforts with multiple institutional types throughout his career. Currently serving as the Associate Vice Provost of Accreditation and Quality Improvement at Excelsior University, Joe earned a B.A. in English from Baldwin-Wallace College, an M.S. in Student Affairs in Higher Education from Colorado State University, and his Ed.D. in Higher Education Leadership from National Louis University. Joe is a member of the Student Affairs Assessment Leaders (SAAL) Board of Directors, an endorsed speaker for the National Institute of Learning Outcomes Assessment (NILOA).

Megan Bell, Ph.D., has served in a variety of roles that included responsibility for Student Affairs assessment and on the SAAL executive board. She currently oversees assessment and evaluation for the division of Student Affairs at Cal State Northridge. Megan previously served at the University of Colorado Colorado Springs as the Interim Assistant Vice-Chancellor of Student Affairs and Executive Director of Community Learning and Assessment. She also held a part-time Assistant Professor appointment in the College of Education. Megan earned her B.A. in English Literature and Women's Studies from the University of Northern Colorado, her Ed.M. in Student Affairs Administration from Washington State University, and Ph.D. in Higher Education Leadership from Colorado State University.

Gregory King, Ph.D., uses quantitative methods to research college and career readiness, policies impacting access and success, and the K–12 to college pipeline. He also enjoys creating data visualizations that make research relevant, understandable, and actionable. Dr. King holds an M.S. in higher education from Colorado State University and a Ph.D. in educational research and policy analysis from North Carolina State University.

Course Objectives

1. Review concepts that contribute to sound, sustainable assessment practice.
2. Explore the development of foundational assessment components including planning, articulating goals and outcomes, and providing feedback.
3. Identify strategies for guiding assessment efforts across multiple functional areas and teams.
4. Discover ways to translate data to a story of student success with a plan for action.

Below is a curriculum map of how each course objective shows up in the respective modules:

Module & Course Objectives	Sound and Sustainable Practice (1)	Explore Assessment Components (2)	Strategies for Consulting (3)	Translate data to action (4)
1	x	x		
2	x	x		
3		x	x	
4	x	x	x	x
5	x	x	x	x
6	x	x	x	x
7	x		x	x
8	x	x	x	x

What to Expect

Cost: This course is free and open to anyone interested in learning more about coordinating Students Affairs assessment.

Prerequisites: There are no prerequisites for this course and content is truly open/self-paced, so students can access any content in any order or schedule as they see fit. While the instructors will be working through one module per week, you can work through content as you choose.

Time Commitment: Each module should only take 1-2 hours to complete. There are 8 total modules accessible any time. As a completely self-paced course, you can move through all of the modules to complete the course in full, or pick and choose which individual modules most interest you, and complete only those. While the course is self-paced, the instructors will move through the content one week at a time. Accordingly, students who work ahead or join modules late may not have as much active opportunity to engage with peer students

or the instructors. Whether you work a module per week or several at time, you will retain access to course content well after the course ends.

Module Makeup: Modules 1-8 consist of Lecture Content, Readings, a Discussion Board Prompt, and a Quiz (no quiz for Module 8). Modules 3 and 5 also have a written assignment for students to complete. Modules also provide optional Resources (activities, handouts) and Further Learning content to supplement information provided or offer direction for digging deeper into topics.

Discussion Boards: across all of the modules, we have discussion board "Groups" based on functional areas to help make the discussion spaces a bit more intimate and manageable for participants. Groups serve as a space for people to share and respond with others who are oriented around or interested in particular areas of higher education. You can join/unjoin as many groups as you like throughout the course to participate or learn more about discussions across different functional areas. We encourage you to participate in the Group that best matches your interests. Posts and responses will be limited to those folks in the same self-selected group. If you do not select a group, your post will be visible to everyone. However, folks who are signed up for groups do not see the posts for everyone; their discussion board experience is already filtered/only shows posts and activity from other folks signed up for that group. You can view and participate in other Groups, but you may have to join/unjoin to do so as students may only be able to be part of one Group at a time. [Please follow these instructions to join a Group Download Please follow these instructions to join a Group]. *Remember: instructors are moving through a module per week, so working ahead or joining late may mean less active opportunity engaging with peers or the instructors.*

Live Sessions: The instructors offer scheduled live sessions as another engagement opportunity with students. These are a mix of pre-scheduled sessions with all instructors and office hour-style sessions during select weeks/modules of the course. Details – including dates, connection information, and past recordings (once available) – for these will be announced to students and posted in the **Live Session Repository** (with the pre-course session of January being shared on SAAL's website, emails, and via social media). While more details are within the Live Session Repository in the course, the quick info for the scheduled live sessions are below:

> [Pre-Course Session: January 24, 2024 at 2pm Central Standard Time] *(open to anyone)*

> *(Weekly office hour-style sessions to be announced as the course goes on)*

> End-of-Course Session: March 22, 2024 at 2pm Central Standard Time *(open to course participants)*

Support: In beginning the course, if you have multiple people enrolled from your institution/organization, you might appreciate **this tips and tricks document** made from feedback of past folks who did just that. Aside from efforts coordinated on your end with other students, the primary method of interaction with course instructors will be through the discussion boards. Feel free to utilize those spaces to pose questions related to content and instructors (or your classmates) will respond. There is also a general **Help Forum** to pose any miscellaneous or general questions. You can also contact instructors via the Inbox function of Canvas for any individually-specific matters.

Communication: You will receive weekly emails with overview information for that week's module content. These weekly emails help signal the focus of the instructors if you happen to be someone who works ahead in the course or joins late.

Badge: To receive a badge for successful completion of the course, students must both:

- <u>Earn a 75% or better on quizzes in each module of the course before the course ends</u>. Quizzes are auto-graded and students are allowed up to three attempts to complete, with the system recording the highest score obtained from attempts. As pointed out in the Prerequisite section, one does not have to complete a quiz in order to access content from the next Module. However, one must complete all quizzes and earn 75% or better to earn the badge.

- <u>Earn a 75% or better on written assignments in Modules 3 and 5.</u> Participants are encouraged to review the case study examples, overview videos, and rubrics showing what and how prompts are scored for each assignment. We are only allowing a single submission to manage workload from the massive volume of students.

If you do both of the above pieces before the end of the course (11:59pm CT on March 31, 2024), an entire page about the badge will become available to you at the end of the course with more information and instructions about accessing your badge.

What We Expect

We invite honesty, encourage understanding, and expect respect for one another. This means that we expect all students to interact with each other in a manner befitting professional dialogue through the course discussion boards. There will be opportunity for you to give feedback to one another, feedback that we expect to be positive and constructive as we all endeavor to learn together. We are here to support one another through the learning process and we hope we can all join together in learning through the content of this course.

We look forward to being part of this educational experience with you all!

Course Modules

While the course is self-paced and people can work ahead, instructors move through the course one week at a time. Dates correspond to the instructors moving through the modules.

Module 1 | Assessment Foundations for Effective Practice (February 5)
Learning objectives
1. *Differentiate between assessment, evaluation, and research*
2. *Identify key questions to answer through assessment*
3. *Identify considerations with assessment methods to answer to best inform practice*
4. *Identify the importance of stakeholders in the assessment process*
5. *Identify elements of an assessment culture within student affairs*
Module 1: Introduction
Module 1: Lecture Content
Module 1: Further Learning
Module 1: Planning for Future Exercise
Module 1: Classmate Introductions
Module 1: Quiz (8 pts)

Must score at least 6.0 to complete this module item

Module 2 | Assessment Planning (February 12)
Learning objectives
> *1. Understand the importance of assessment planning.*
> *2. Identify each step of an assessment plan.*
> *3. Select appropriate assessment methods.*
> *4. Draft an assessment plan for your institution, division, department, or program.*

Module 2: Introduction
Module 2: Lecture Content
Module 2: Further Learning
Module 2: Example Assessment Plan
Module 2: Discussion Board Prompt
Module 2: Quiz (5 pts)
> Must score at least 3.75 to complete this module item

Module 3 | Coaching & Consulting (February 19)
Learning objectives
> 1. *Differentiate learning outcomes from program outcomes*
> 2. *Recommend components to enhance learning outcome statements*
> 3. *Identify considerations for selecting an appropriate assessment method*
> 4. *Evaluate project design or approach*
> 5. *Identify at least two considerations for consulting on assessment efforts*

Module 3: Introduction
Module 3: Lecture Content
Module 3: Readings & Resources
Module 3: Further Learning
Module 3: Quiz (7 pts)
> Must score at least 5.25 to complete this module item

Module 3: Assessment Approach Consulting Assignment
> Must score at least 22.5 out of 30 (75% or better) on this item

Module 3: Discussion Board Prompt

Module 4 | Aligning Assessment with Institutional Priorities (February 26)
Learning objectives
> 1. *Understand the importance of aligning assessment projects with institutional priorities.*
> 2. *Identify and develop mission and vision statements.*
> 3. *Identify Key Performance Indicators (KPIs) that measure appropriately your institution's progress toward strategic outcomes.*
> 4. *Consider the role of data visualization in reporting important outcomes for your organization.*

Module 4: Introduction
Module 4: Lecture Content
Module 4: Further Learning
Module 4: Planning for Week 7
Module 4: Discussion Board Prompt
Module 4: Quiz (5 pts)
> Must score at least 3.75 to complete this module item

Module 5 | Critical Approaches & Mindsets (March 4)

 Learning objectives

  1. *Define a mental model*
  2. *Identify your own mental models when approaching assessment, evaluation, or research projects*
  3. *Identify strategies for mitigating bias and advancing equity in your practices*

 Module 5: Introduction

 Module 5: Lecture Content

 Module 5: Readings & Resources

 Module 5: Further Learning

 Module 5: Quiz (5 pts)

  Must score at least 3.75 to complete this module item

 Module 5: FYE Case Study Assignment

  Must score at least 18.75 out of 25 (75% or better) on this module item

 Module 5: Discussion Board Prompt

Module 6 | Using Data to Inform Decisions (March 11)

 Learning objectives

  1. *Communicate the importance of "closing the loop."*
  2. *Identify existing internal data for which cross-functional areas might support data collection, dissemination, or utilization.*
  3. *Identify external data sources and benchmarks available to your institution.*
  4. *Define terms like statistical significance and sampling as you gain an initial understanding of objective data analysis and interpretation.*
  5. *Identify multiple strategies for reporting information and audiences for which each strategy may be appropriate*

 Module 6: Introduction

 Module 6: Lecture Content

 Module 6: Closing the loop

 Module 6: Finding & Interpreting Data

 Module 6: Sharing Results

 Module 6: Further Learning

 Module 6: Discussion Board Prompt

 Module 6: Quiz (8 pts)

  Must score at least 6.0 to complete this module item

Module 7 | Culture of Assessment (March 18)

 Learning objectives

  1. *Examine strategies for creating, promoting, and maintaining a culture of assessment at your institution.*
  2. *Identify key components necessary to establish a culture of assessment.*
  3. *Reflect on cultures of assessment in practice.*

 Module 7: Introduction

 Module 7: Lecture Content

 Module 7: Readings & Resources

 Module 7: Further Learning

 Module 7: Discussion Board Prompt

 Module 7: Quiz (6 pts)

  Must score at least 4.5 to complete this module item

Module 8 | Connecting Concepts to Advance Student Affairs Assessment (March 25)
　　　　Learning objectives
　　　　　　1. *Describe intersections of assessment coordination elements*
　　　　　　2. *Summarize the importance of separate elements within the assessment process and their relationship to the whole of assessment efforts*
　　　　　　3. *Identify assessment-related areas for which further knowledge or experience is desired*
　　　　　　4. *Articulate goals or a plan for assessment professional development*
　　　　Module 8: Introduction
　　　　Module 8: Lecture Content
　　　　Module 8: Readings & Resources
　　　　Module 8: Discussion Prompt - Sharing Insights & Connecting Concepts

Course ends at 11:59pm CT on March 31, 2024

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