SAHE 5344.510-Research and Program Evaluation in Student Affairs  
Fall 2023

Course Credits: 3 hours  
Instructor: Dr. Hollie Smith  
Office: BPSC 3.105  
Course time: Wednesdays, 7:15-9:45 p.m.  
Office Hours: Wednesdays, 1:30-2:30 p.m.  
Phone: (936) 468-3703  
Email: hsmith@sfasu.edu

ABOUT THE INSTRUCTOR: Dr. Hollie Smith is a proud SFA alumna! Dr. Smith serves as the Executive Director of Student Life, overseeing programs such as Orientation, Fraternity and Sorority Life, Student Organizations, Student Engagement Programs, Student Activities, Jack Camp, Leadership and Service, Student Publications, and Center for Career and Professional Development, as well as, oversee the student affairs divisional assessment plans. In addition, she serves as Adjunct Faculty in the Department of Psychology, SFAS 1101 and Student Affairs and Higher Education. She graduated from SFA in 2000 with a Bachelor of Science in Psychology, minor in Biology, and in 2002 with a Master of Arts in Psychology, emphasis in Management. In May 2012, she completed her doctoral degree in higher education administration from Texas A&M. Hollie is married to an SFA Alum, Ted, and they have 15-year-old son named Austin and 10-year-old daughter named Averie.


Suggested Supplemental Materials:  
- APA Manual (7th Edition)  

Course Description: This course is designed to introduce fundamental concepts and practices of comprehensive assessment and program evaluation in student affairs settings. Students will gain knowledge on student learning and development outcomes, program learning outcomes, and the Council for the Advancement of Standards.

Course Requirements:  
This course meets for 16 weeks with a final paper and presentation due during the last two weeks of the semester. Students have significant weekly reading assignments. In this course, students have assignments that allow them to explore the field of student affairs and contemporary issues faced by practitioners. In order to prepare for class, students spend on average at a minimum 8-10 hours of work each week to prepare outside of reviewing content modules. Through regular attendance, writing projects, and discussions students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. As described in this syllabus, SAHE 5344 follows the mission, vision and core values of the College of Education and Stephen F. Austin State University, which is aligned with the student affairs and higher education curriculum, practicum experiences, and assessments.
Student Affairs & Higher Education Program Learning Outcomes

At program completion SAHE students are expected to have the knowledge, skills, and perspectives to serve college students and to foster the learning and development of college students in a wide variety of student affairs or student success areas. The following specific program objectives are consistent with the current program assessment plan:

1. Students will develop and apply assessment, evaluation, and research skills, and critically assess literature related to the Student Affairs profession.
2. Students will demonstrate an understanding of the need for effective intrapersonal development related to self-appraisal and understanding, identity development, and personal and professional ethics.
3. Students will demonstrate effective interpersonal competence related to developing meaningful relationships, collegiality, collaboration, and effective leadership.
4. Students will acquire the leadership skills and knowledge necessary to work with a diverse population and support social and civic responsibility.
5. Students will demonstrate practical and technical competence necessary to be an effective Student Affairs professional.

Individual Course Learning Outcomes

1. Students will be able to create an assessment definition and assessment cycle for student affairs area of interest in student affairs.
2. Students will be able to create an assessment strategy for a project evaluating student learning or a program.
3. Students will be able to describe the ethical practices necessary to conduct assessment.

Grading Policies:

Withheld Grades Semester Grades Policy: Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Attendance Policy: Regular and punctual attendance is expected. While no portion of your grade will be directly tied to your attendance, students assume all responsibility for material presented, assignments collected and examinations administered during class times. If you miss an exam it is your responsibility to find out what you missed. If you miss class it is your responsibility to find out what you missed. If you miss an exam or assignment for a legitimate reason (i.e. illnesses with appropriate medical documentation, school sponsored event, death of an immediate family member, unforeseeable emergency) you must contact me as soon as reasonably possibly to make arrangements. Non-emergent issues must be addressed prior to the missed exam or assignment. Course assignment due dates listed are definite to provide you an opportunity to plan accordingly. Expected Student Behavior Professionalism: While attending class, I expect you to be professional and courteous in your behavior. Although I realize that occasional tardiness cannot be avoided, late arrivals disrupt the lecture, which is not fair to those students who do arrive on time. If you must arrive late or leave early for some reason, please let me know, and sit by the door so as to minimize the interruption. Other examples of professional behavior include turning off your cell phone (voice and text); using
technology for class purposes only; not holding side conversations etc. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.

**COURSE INFORMATION:** This is a livestream class. Students are expected to actively participate in class discussion. Disruptive, distracting or disrespectful behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. You are expected to log on to Brightspace at least 2-3 times a week. You will need to have access to internet in order to participate in all class activities. Discussions are a very important part of the course. I encourage questions and comments at all times.

**ATTENDANCE, PARTICIPATION, AND PROFESSIONALISM:** Your active participation in Zoom discussions is necessary for the success of this class. Since participation in discussions cannot be made up outside of class, and exchanging viewpoints is an important educational component of the class, attendance in Zoom class meetings is required. You do get graded on attendance, and I will take attendance each Zoom class. If you must be absent for any reason, let me know ahead of time. In addition, a portion of your attendance grade is based on participation and professionalism. Please note that questions about or critiques of any aspect of the course are welcome as long as they are raised in a professional manner.

**COURSE EVALUATIONS:** Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the College of Education, the course evaluation process has been simplified and is completed electronically through mySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**STUDENT ETHICS AND OTHER POLICY INFORMATION:**

**Students with Disabilities** - To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Academic Dishonesty:** The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy. Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test
paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Student Wellness and Well-Being:** SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc. If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby), 936.468.7249, dos@sfasu.edu
www.sfasu.edu/deanofstudents

**SFA Human Services Counseling Clinic** Human Services, Room 202, 936.468.1041
www.sfasu.edu/humanservices/139.asp

**The Health and Wellness Hub** “The Hub”, Location: corner of E. College and Raguet St.
936.468.4008, thehub@sfasu.edu, www.sfasu.edu/thehub
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body, and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education
Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• Crisis Text Line: Text HELLO to 741-741

At Stephen F. Austin State University, our faculty, staff, alumni and students believe in doing things “The SFA Way.” We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards. Grounded in the five “Root Principles” below, members of the SFA community seek to strive for personal excellence in everything that we do. The Principle of Respect: Lumberjacks command respect and treat others with respect • They are considerate of others and tolerant of differences • They demonstrate respect for those around them by avoiding the use of offensive or profane language • They do not threaten or harm anyone and deal peacefully and civilly with conflict. The Principle of Caring: Lumberjacks think of the needs of others and seek to improve the quality of life of those around them • They are compassionate, empathic and kind • They respond with humility to those they have helped and express gratitude freely to those who help them • Lumberjacks prepare themselves to become leaders in their communities and workplaces • They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others. The Principle of Responsibility: Lumberjacks do what is right • They persevere in times of adversity • Through self-control and self-discipline, they strive to do their best • Lumberjacks challenge each other to exceed expectations • They are active learners both inside and outside of the classroom • They are reliable; they do what they say they will do • Lumberjacks hold themselves accountable for their decisions. The Principle of Unity: Lumberjacks are loyal to their friends, family, university, state and country • Lumberjacks stand together against any adversary • They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them • When one lumberjack fails, all fail • When one lumberjack succeeds, all succeed. The Principle of Integrity: Lumberjacks have the courage to do what is right, even when it is hard or unpopular • They respond to each situation with steadfast values that are not subject to change based on the actions of others • They seek opportunities to practice effective and ethical leadership • Lumberjacks are honest; they do not deceive, cheat or steal • Lumberjacks stand up for those who cannot stand up for themselves • As lifelong learners, lumberjacks are committed to continuously improving themselves.
**Course Assignments and Activities:** All decisions about the evaluation/grading of student material rest with the professor.

**Course Requirements:**
Grades will be assigned based on the quality of each student’s fulfillment of the following requirements. Grading rubrics will be provided for theories presentation.

1. **Zoom Class Participation (up to 20 points):** When class meets via Zoom, students are expected to attend and participate by answering a minimum of one question presented by instructor and/or classmates. Zoom camera should be on, and students should be actively engaged in course instruction.

2. **Textbook Topic Chapter Summaries (4 @ 20 points):** Textbook topics will be presented in summary format by students. Topics will be assigned at the beginning of the semester. Students will be graded with a rubric, with up to 15 points earned for evaluation of information, and up to 5 points earned for grammar, clarity of information, and APA format.

3. **Module Discussions (4 @ 5-20 points, 50 points):** Module discussions posts are worth 20 points. Students will be graded with a rubric. 90% of total points may be earned based on evaluation of information, and 10% of points earned based on grammar and APA format.

4. **Assessment Plan (100 points):** Each student will be responsible for designing a student learning assessment or program evaluation that could be used in a current or future position in the field of student affairs and higher education. You may work in groups of 2-3. Students will be graded with a rubric, with up to 60 points earned for evaluation of information and research, up to 20 points earned for grammar and clarity of information, and up to 20 points earned for APA format and scholarly reference.

5. **Assessment Plan Presentation (50 points):** Each student will be responsible for presenting over their assessment plan. You may use power point, Prezi or other presentation format. The presentation should be no more than 10 minutes and summarize your designed assessment and plan for implementation. You may work in groups of 2-3. Students will be graded with a rubric, with up to 40 points earned for evaluation of information, and up to 10 points earned for presentation grammar and clarity of information.

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Percentage</th>
<th>Letter</th>
<th>Description</th>
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<td>A</td>
<td>270-300</td>
<td>90-100%</td>
<td>F</td>
<td>179 or below</td>
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<td>B</td>
<td>240-269</td>
<td>80-89%</td>
<td>QF</td>
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<td>D</td>
<td>180-209</td>
<td>60-69%</td>
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Course Calendar
Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the course news or on the discussion board. All times listed are Central Standard Time.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>READINGS AND ASSIGNMENTS</th>
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| Week 1     | Getting Started               | • Aug. 30 at 11:59 p.m. Zoom class:  
Meeting ID: 929 6727 0128  
Passcode: 210652  
Read Getting Started module content, noting the syllabus and semester calendar. |
| Week 2     | Assessment in Student Affairs | • Read Module 1 content  
• Read Chapter 1  
• Read Chapter 2 (pages 26-36)  
• Submit Module 1 Discussion by Sept. 6, 11:59 p.m. |
| Week 3     | The Assessment Process        | • Sept. 13 at 7:15 p.m. Zoom class:  
Meeting ID: 929 6727 0128  
Passcode: 210652  
Read Module 2 content and any additional assigned readings.  
Read Chapters 3 and 4 |
| Week 4     | Types of Assessment           | • Read Module 3 content and any additional assigned readings.  
• Read Chapter 5  
• Chapters 1-5 Summaries due Sept. 20 at 11:59 p.m. |
| Week 5     | Outcomes                      | • Read Module 4 content and any additional assigned readings.  
• Read Chapter 6  
• Complete Module 4 Discussion due by Sept. 20, 11:59 p.m. |
| Week 6     | Quantitative Design           | • Read Module 5 content and any additional assigned readings.  
• Read Chapter 7  
• Complete Module 5 Discussion due by Sept. 27, 11:59 p.m. |
| Week 7     | Survey Design                 | • Oct. 11 at 7:15 p.m. Zoom class:  
Meeting ID: 929 6727 0128  
Passcode: 210652  
Read Chapter 8 |
| Week 8     | Statistical Review and Qualitative Design | • Read Chapters 9 and 10  
• Chapters 6-10 Summaries due Oct. 18 at 11:59 p.m. |
| Week 9     | Qualitative Design            | • Read Chapter 10  
• Read Module 6 Content and any additional assigned readings.  
• Complete Module 6 Discussion due by Oct. 25,11:59 p.m. |
| Week 10    | Interviews and Focus Groups and Additional Assessment Methods | • Read Chapters 11 and 12 |
| Week 11  Nov. 5-11 | The Politics, Ethics, and Culture of AER Processes | • Nov. 8 at 7:15 p.m. Zoom class:  
Meeting ID: 929 6727 0128  
Passcode: 210652  
• Read Module 7 content and any additional assigned readings  
• Read Chapters 13 and 14 |
|---|---|---|
| Week 12  Nov. 12-18 | Closing the Loop: Using and Sharing Assessment Results | • Read Module 8 content and any assigned readings  
• Read Chapters 15, 16 and 17  
• Chapters 11-15 Summaries due Nov. 15 at 11:59 p.m. |
| Week 13  Nov. 19-25 | Thanksgiving break! | • Enjoy the week off from class! |
| Week 14  Nov. 26-Dec. 2 | Technology and The Future | • Read Chapters 18 and 19  
• Chapters 15-19 Summaries due Nov. 29 at 11:59 p.m. |
| Week 15  Dec. 3-9 | Dead Week | • Dec. 6 at 7:15 p.m. Zoom class:  
Meeting ID: 929 6727 0128  
Passcode: 210652  
• Assessment Presentation due Dec. 6, 11:59 p.m. Turn into dropbox  
• Complete End-of-Semester Evaluation, through mySFA.  
• The instructor is available to review your final assignment. |
| Week 16  Dec. 10-15 | Finals Week | • Final Assessment Assignment due Dec. 10, 11:59 p.m. Turn in through Dropbox |