Course/Learning Goal: This course is designed to provide students with knowledge of the field of student affairs, its role and function in college student development, and its fit with the academic program. This course is also intended to provide students with an understanding of the purposes and historical development of student affairs division in two or four year colleges, and the instructional units that fulfill the student services function.

Rationale: Though the major focus of a college education is to obtain a degree, most of a student's college experience takes place outside the classroom. Students participate in a number of activities that are not necessarily academically related, such as athletics, student organizations, Greek life and, among others, social groups. They are also involved in getting housing, dealing with finances, and learning and adhering to campus policies and procedures. Student affairs is the major division of a college or university that interacts with students in non-academically related activities and often activities tied to formal academics. Thus, for faculty, administrators, staff and stakeholders it becomes important that they know the role of student affairs as well as theories, functions, and purposes behind it in order to provide a more successful campus environment.

Competency Based Learning Objectives:

The course goal will be achieved by addressing the following competency based learning objectives:

1. The student affairs professional knows how to utilize the historical perspectives to address problems and practices within contemporary issues found at institutions of higher education.

2. The student affairs professional knows to act with integrity, fairness and in an ethical manner in order to promote the success of all students.
3. The student affairs professional knows how to articulate and apply theoretical models to the operation of more effective service units.

4. The student affairs professional knows how to work with various individuals to envision, plan, and effect change on an administrative level.

5. The student affairs professional knows how to recognize and utilize various organizational structures inclusive of technology.

6. The student affairs professional knows how to engage in strategic planning utilizing synthesis of current themes and issues in student affairs.

7. The student affairs professional knows how to apply active research strategies to address critical issues of need.

**CPED Principles:**

**Principle 1:** Framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.

**Principle 2:** Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.

**Principle 4:** Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.

**Principle 5:** Grounded in and develops a professional knowledge base that integrates both practical and research knowledge that links theory with systemic and systematic inquiry.

**Principle 6:** Emphasizes the generation, transformation, and use of professional knowledge and practice.

**Text/Resources:**

<table>
<thead>
<tr>
<th>Text/Resources</th>
<th>Source</th>
</tr>
</thead>
</table>

**Course Format**

Given the broad scope of topics to be covered, this seminar course will rely heavily on extensive reading as well as instructor facilitated and student-led critical discussions. Specifically, critical dialogue will require students to engage in analytical discussions that synthesize course readings with current events via case studies, critical online dialogue, personal experience as well as research-based evidence.
Unit Topics

I. Historical and Contemporary Context
II. Professional Foundations and Principles
III. Theoretical Bases of the Profession
IV. Organizing and Managing Programs and Services
V. Essential Competencies
VI. The Future
VII. Student Engagement: A Key to Student Success
VIII. Properties and Conditions Common to Educationally Effective Colleges
IX. Effective Practices Used at DEEP Colleges and Universities

GRADING AND COURSE REQUIREMENTS

You determine your grade by the number of points earned on the various course activities. With this approach, there is no pre-conceived distribution of grades. Everyone or no one can receive an “A.” There are seven different course requirements (with assigned point values) specified below.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class Participation</td>
<td>15</td>
</tr>
<tr>
<td>2. Weekly Discussion Posts (14@20pts)</td>
<td>280</td>
</tr>
<tr>
<td>3. Personal Reflection</td>
<td>30</td>
</tr>
<tr>
<td>4. Student Led Activity/Engagement</td>
<td>60</td>
</tr>
<tr>
<td>5. Student Engagement Program Profile Brief</td>
<td>100</td>
</tr>
<tr>
<td>6. Original Student Success Theory</td>
<td>140</td>
</tr>
<tr>
<td>7. Poster Presentation</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>655</td>
</tr>
</tbody>
</table>

NOTE: You are expected to turn in all assignments by the dates outlined in the tentative course calendar (Appendix A) to avoid a 10% penalty. Extenuating circumstances will be evaluated on an individual basis.

GRADES

Final grades will be assigned as follows:

For a grade of:

“A” At least 590 total points
“B” An accumulated point total between 589 and 524
“C” An accumulated point total between 523 and 459
“D” An accumulated point total between 458 and 393
“F” Any point total 392 and below
COURSE ASSIGNMENTS/REQUIREMENTS

1. **CLASS PARTICIPATION**  
   15 points

   An important aspect of this course is the exchange of ideas, opinions, questions, and information. Consequently, you are expected to come to each class fully prepared to participate, both by contributing important information from assigned readings and by contributing to class discussion.

   Points will be awarded for participation in class discussion as follows:
   - Unusually good contributions: 09-10 points
   - Good contributions: 07-08 points
   - Minimal, but acceptable contributions: 05-06 points
   - Essentially no contribution: 00-04 points

   In arriving at this total, points will be awarded in several class discussions as follows:
   - Obviously well-prepared, significant contributions: 09-10 points
   - Well prepared, good contributions: 07-08 points
   - Some preparation, minimal contribution: 05-06 points
   - Simply there, little or no contribution, no participation: 00-00 points

   Your point total is determined by averaging ratings of your contributions over several class sessions.

   **NOTE:** Participation includes class attendance. You automatically forfeit class participation points when you are absent from class.

   **Note About Electronic Devices:** Checking electronic accounts, texting, and engaging in any other electronic communications may be conducted ONLY during the mid-class break. Unauthorized use of electronic devices during class will result in the COMPLETE forfeit of class participation points.

2. **WEEKLY DISCUSSION POSTS**  
   280 points

   This course requirement necessitates you to respond to a question or prompt by synthesizing the specified course readings each Saturday **BY 6:00PM** AND respond to a classmate’s response **BY 6:00PM** on Sundays, two days prior to class via the Discussion Forum tab on Blackboard. **Discussion posts should be a minimal of 200 words for each response (both initial response to instructor question AND response to classmate).** Failure to post before the assigned deadlines result in the automatic forfeit of ALL points for that week. I encourage you to be thoughtful in your responses so as to illustrate your comprehension and connection to weekly course readings at a critical level; the ONLY limitation is that you may not use direct quotes from the course readings. Your weekly response to a colleague’s post must not serve as a mere affirmation for what was shared. Rather, I encourage you make additional connections, deconstruct, and problematize assertions made. Weekly discussion posts are set to begin August 31. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix B) for further details regarding this course activity. **Weekly Discussion Posts for the semester are worth (20pts @14) 280 points.**
3. PERSONAL REFLECTION 30 points

An integral component of the transmission of new knowledge is the need to critically reflect on the course content via your experiences. In addition to including an introduction and conclusion to this assignment, it is critical for you to reflect and effectively address the following: 1. Information pertinent to your background (e.g., ways in which you identify, family, status, etc.); 2. Information pertinent to your educational background (e.g., where you attended, why you chose to attend those institutions, degrees earned); 3. Information pertinent to your experience or lack thereof utilizing services offered by student affairs professionals throughout your postsecondary educational journey; 4. Information pertinent to your thoughts in regards to the needs of college students today (e.g., outside the classroom context); 5. Identify and offer a rationale for a minimal of three areas of improvement for colleges today as it relates to the student affairs profession. NOTE: This assignment does NOT require references as this paper should be a reflection of your thoughts on the aforementioned queries.

Paper must be 3-4 double-spaced pages in length, succinctly written, contain no more than a total of two grammatical errors, and follow APA standards (including the cover sheet). You must email me your paper at rosie.banda@tamucc.edu prior to the start of class on the designated due date. NO EXCEPTIONS. Papers emailed after the start of class time (whether it be five minutes or two hours late) will automatically be penalized 10%. Any assignment emailed 24 hours after the due date will result in your automatic forfeit of all points. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix C) for further details regarding this course activity. Personal Reflection is worth 30 points.

4. STUDENT LED ACTIVITY/ENGAGEMENT/DISCUSSION 60 points

This course component requires you to create an activity to engage your colleagues in a class discussion that promotes critical thinking pertinent to the respective week’s course material. In this component, you will individually lead and actively engage your colleagues in a complex and critical discussion in regards to a specific concept of your choosing. TO BE CLEAR, this is NOT a PowerPoint presentation that regurgitates information but rather an ACTUAL activity that sets the ground for a thorough and critical discussion among colleagues. In fact, there should be NO PowerPoint utilized in any way, shape, or form. The activity must comprise 45 minutes of class time for the randomly assigned week. NOTE: You are responsible for appropriately timing the activity and proactively considering how you will facilitate the discussion via the activity. NOTE: You must email me (rosie.banda@tamucc.edu) a word document the Monday prior to your presentation by NOON with the following information:

Name:
Date of Activity:
Assigned Chapters for the Week:
Concept to be Explored in Activity:
Rationale for Why You Chose to Explore This Concept:
Brief Explanation of Proposed Activity:
Attachments: (Include web links, case study, or ancillary material needed to implement activity)

Failure to email me the above information in a timely manner will result in your automatic forfeit of all points for this course component. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix D) for further details regarding this course activity. Be creative and think outside of the box. I
look forward to thorough and critical dialogue this semester. Student Led Activity/Engagement/Discussion is worth 60 points.

5. STUDENT ENGAGEMENT PROGRAM PROFILE 100 points

You will choose to profile and evaluate a student engagement program at Texas A&M University-Corpus Christi or another two-year or four-year institution. For this assignment, you are to conduct an interview with a student affairs professional with first-hand knowledge of the chosen student engagement program at the higher education institution of your choice. NOTE: You may NOT choose to profile a student engagement program within your respective office and/or associated with your professional capacity. This course component requires you to transcend your own offices and explore the student engagement programs outside your daily comfort zone. Brief requirements are noted below.

Technical Requirements: Please provide a 15-17 page double-spaced profile (inclusive of cover sheet, references and appendix) that profiles your chosen student engagement program. Be sure to include the following: 1) Descriptive narrative of the chosen student engagement program (e.g., details, reason for program, program objectives/goals, targeted student population, to name a few); 2) Rationale that unpacks why you chose to focus on this specific student engagement program; 3) Information pertinent to the history and/or legacy of respective institution; 4) Descriptive narrative that provides biographical account of leader of chosen student success program; 5) Choose and explicitly connect a minimal of SIX concepts that we have read and/or discussed this semester; discussion should integrate literature from course readings via evidence (use APA citation style) as rationale for respective assertions/explicit connections; 6) Evaluation of chosen student engagement program via objectives/goals; and 7) Challenges for the chosen student engagement program; and 8) Recommendations for improvement of student success program. NOTE: Brief must also include an attached appendix of the interview protocol utilized. And, you may NOT use any quoted material in this assignment.

Please see the tentative calendar (Appendix A) and evaluation form (Appendix E) for further details regarding this course activity. Note: Brief must be electronically received at rosie.banda@tamucc.edu by prior to the start of class time on designated due date as well as bring a copy to class. Failure to do so will result in an automatic 10% penalty. Any assignment emailed 24 hours after the due date will result in your automatic forfeit of all points. NO EXCEPTIONS. Student Engagement Program Profile is worth 50 points.

6. ORIGINAL STUDENT SUCCESS THEORY 140 points

This course requirement requires you to create an original student success theory that targets a specific student population. Given this semester’s course readings, case studies, student led engagement activity as well as critical and online as well as in class dialogue regarding student affairs, it is clear that student development and success in college is not a process only confined within the classroom context. Rather, a plethora of factors can either contribute or impede student success. With that being said, the components for this assignment include:

1. Identify a target student population: Include a rationale of why you chose this student population. Justification for the student population must be rooted in research.
2. Identify institutional type: Identify the institutional type, according to the Carnegie Classification System, that situates your proposed student success theory.
3. **Identify components of student success theory:** Based on course readings, choose concepts/factors that **you deem vital** to student success. These concepts will ultimately lead to the creation of your student success theory. The purpose is to **utilize research** discussed throughout this semester as well as find a minimal of 20 outside peer-reviewed resources as a means to substantiate your proposed student success theory. **Note:** You must construct and include a visual representation of your student success theory.

4. **Identify the role of student affairs practitioners:** Within the context of your student success theory, clearly explicate what role student affairs practitioners encompass.

5. **Identify implications as a result of your student success theory:** Based on your student success theory, identify implications for student affairs practitioners on university and college campuses as it connects to your chosen specific targeted population.

**Technical Requirements:** The report, approximately 20-25 double-spaced pages (inclusive of cover sheet, abstract page, references, and appendices), should include an introduction and conclusion, be written in 12-point Times New Roman font with 1-inch margins, and contain no more than five grammatical errors. Report must strictly adhere to APA standards with no errors. You may NOT use any quoted material. Information should be synthesized and connected seamlessly. You must email me the paper at rosie.banda@tamucc.edu prior to the start of class on the designated due date as well as bring a printed copy to class. Papers emailed after the start of class time will result in your automatic forfeit of all points. NO EXCEPTIONS. Please see the tentative calendar (Appendix A) and evaluation form (Appendix F) for further details regarding this course activity. **Original Student Success Theory is worth 140 points.**

**POSTER SESSION PRESENTATION** 30 points

The culminating project in this course will require you to create and present a poster that details the creation of your original student success theory. The poster must include the five aforementioned components of the student success theory. Be creative in how the information is presented but know that the poster should be succinctly written, aesthetically pleasing, free of grammatical and APA errors. **Note:** References must be included and properly APA formatted on poster. Please use the College of Education’s approved template for a poster; the link can be found here (http://education.tamucc.edu/about/resources.html). To print poster, please contact Ms. Alissa Mejia (alissa.mejia@tamucc.edu) for assistance in the free printing of one poster. HOWEVER, please note that it is your responsibility to contact her and submit your poster for printing in ample time prior to the due date. It is NOT Ms. Mejia’s responsibility to print your poster at the last minute, etc. Take into account her time as well as your courtesy. You may choose to print your poster elsewhere at your own expense.

Each individual will simultaneously present and discuss their respective original student success theory within a poster session format that is typical at national conferences. Please note that you will be expected to be professionally dressed as students, faculty, administration, and staff will be invited to attend. I must receive a word document AND PDF version of your poster via email at rosie.banda@tamucc.edu prior to the start of class on the designated due date. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix G) for further details regarding this course activity. **Poster Session Presentation is worth 30 points.**
Academic Integrity Policy

Professional conduct is expected in this course. Professional conduct includes, among others, interactions with peer colleagues, faculty, timely completion of assigned tasks and responsibilities; adherence to professional ethical standards; and adherence to University policies regarding plagiarism (see Student Handbook). Cheating, plagiarism and other forms of academic honesty will result in disciplinary actions.

All written work submitted must be the student's original work and conform to the guidelines of the American Psychological Association (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. It is the student's responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.

Office of Disability Services

Texas A&M University-Corpus Christi welcomes students with disabilities into all of the University's educational programs. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. In order to receive consideration for reasonable accommodations, students with disabilities should contact the Disabilities Services office to make the necessary arrangements if modifications are required to facilitate the classroom teaching and learning process. This Office of Disability Services (disability.services@tamucc.edu) is located at 116 Corpus Christi Hall. They may be contacted directly at (361)825-5816.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Office of Disability Services (disability.services@tamucc.edu) for assistance at (361)825-5816.

Diversity Statement

The department aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group perspectives. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Departmental courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.

End of Semester Negotiations

Without a doubt, I maintain high expectations for all my students in my courses. I will support you in every way possible during the semester to ensure that you perform well in the class, if you communicate any difficulties or
concerns with the material with me. Therefore, I recommend that you take full advantage of a supportive learning environment designed to ensure your success. However, I will NOT entertain any end of semester negotiations about your grades. As such, there is no extra credit offered under any circumstance. Your grade in the course is a direct reflection of your engagement in your own learning process throughout the entire semester.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
**APPENDIX A**

## TENTATIVE CALENDAR

<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 29</td>
<td>Introduction and Course Overview/Expectations</td>
</tr>
</tbody>
</table>
| Sept. 5   | Schuh, Jones, Harper, & Associates-Chapters 1,2,3  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Saturday, Sept. 2]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Sunday, Sept. 3]  
[DUE: Personal Reflection Paper by 7:00 pm]  
| Sept. 12  | Schuh, Jones, Harper, & Associates-Chapters 4,5,6  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Sunday, Sept. 9]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Monday, Sept. 10] |
| Sept. 19  | Schuh, Jones, Harper, & Associates-Chapters 8,9,10  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Sunday, Sept. 16]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Monday, Sept. 17]  
[Student Led Discussion/Activity]  
**Opportunity to Submit Student Engagement Program Profile for Feedback Due by Noon** |
| Sept. 26  | Schuh, Jones, Harper, & Associates-Chapters 15,16,17  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Sunday, Sept. 23]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Monday, Sept. 24]  
[Student Led Discussion/Activity] |
| Oct. 3    | Schuh, Jones, Harper, & Associates-Chapters 19,23,25,26  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Sunday, Sept. 30]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Monday, Oct. 1]  
[DUE: STUDENT ENGAGEMENT PROGRAM PROFILE by 7:00 pm]  
[Student Led Discussion/Activity] |
| Oct. 10   | Kuh, Kinzie, Schuh, Whitt, & Associates-Chapters 1 & 2  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Sunday, Oct. 7]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Monday, Oct. 8] |
| Oct. 17   | Schuh, Jones, Harper, & Associates-Chapter 11  
Kuh, Kinzie, Schuh, Whitt, & Associates-Chapter 3  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Sunday, Oct. 14]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Monday, Oct. 15] |
| Oct. 24   | Schuh, Jones, Harper, & Associates-Chapter 14  
Kuh, Kinzie, Schuh, Whitt, & Associates-Chapters 4 & 5  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Sunday, Oct. 21]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Monday, Oct. 22] |
Oct. 31 Kuh, Kinzie, Schuh, Whitt, & Associates-Chapters 6 & 7  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Sunday, Oct. 28]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Monday, Oct. 29]  
[Student Led Discussion/Activity]  

Nov. 7 Kuh, Kinzie, Schuh, Whitt, & Associates-Chapters 8 & 9  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Sunday, Nov. 4]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Monday, Nov. 5]  
**Opportunity to Submit Student Success Theory for Feedback Due by Noon**  

Nov. 14 Kuh, Kinzie, Schuh, Whitt, & Associates-Chapters 10,11,12  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Sunday, Nov. 11]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Monday, Nov. 12]  
[No Class Meeting: Individual Work Day for Original Student Success Theory Paper]  

Nov. 21 Schuh, Jones, Harper, & Associates-Chapters 29 & 30  
Kuh, Kinzie, Schuh, Whitt, & Associates-Chapter 13  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Sunday, Nov. 18]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Monday, Nov. 19]  
[DUE: STUDENT SUCCESS THEORY]  
[Student Led Discussion/Activity]  

Nov. 28 [DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Sunday, Nov. 25]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Monday, Nov. 26]  
[DUE: POSTER SESSION CONFERENCE PRESENTATION]  

*Subject to change at instructor’s discretion*  
NOTE: All assignments are electronically due prior to the official start time of class on designated due date
APPENDIX B
WEEKLY DISCUSSION POSTS EVALUATION FORM

PRESENTER

RATING DEFINITIONS
EXCELLENT - SURPASSED EXPECTATIONS
GOOD - ONLY SLIGHT ROOM FOR IMPROVEMENT
FAIR - MARGINALLY ACCEPTABLE
INADEQUATE - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th></th>
<th>EXCELLENT 5.0 POINTS</th>
<th>GOOD 3.0 POINTS</th>
<th>FAIR 2.0 POINTS</th>
<th>INADEQUATE 0.0 POINTS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEKLY POSTING (20 TOTAL POSSIBLE POINTS)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

RESPONSE #1 (To Instructor)

1. PROVIDE A THOUGHTFUL AND INSIGHTFUL ANALYSES THAT UTILIZES COURSE READINGS TO ANSWER QUERY POSED BY PROFESSOR?

2. SUCCINCTLY WRITTEN, MET WORD REQUIREMENT, AND FREE FROM GRAMMATICAL ERRORS?

RESPONSE #2 (To Colleague)

1. PROVIDE A THOUGHTFUL AND INSIGHTFUL ANALYSES THAT EVIDENCES SYNTHESIS OF COLLEAGUE’S RESPONSE?

2. SUCCINCTLY WRITTEN, MET WORD REQUIREMENT, AND FREE FROM GRAMMATICAL ERRORS?

TOTAL POINTS/GRADE: RESPONSE #1 ______ + RESPONSE #2 ________ = ______________ TOTAL POINTS

COMMENTS/SUGGESTIONS:
# Personal Reflection Evaluation Form

## Presenter

### Rating Definitions

- **Excellent** - Only slight room for improvement
- **Good** - Ok, but some room for improvement
- **Fair** - Marginally acceptable
- **Inadequate** - Did not meet criteria

## Reflection (30 Total Possible Points)

<table>
<thead>
<tr>
<th></th>
<th>Excellent 5.0 Points</th>
<th>Good 4.0 Points</th>
<th>Fair 2.0 Points</th>
<th>Inadequate 0.0 Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provide personal background information?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Provide educational background information?</td>
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<tr>
<td>3.</td>
<td>Provide information to their experience (or lack thereof) with student affairs professionals?</td>
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<tr>
<td>4.</td>
<td>Provide thoughts on what the needs are of college students today?</td>
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</tr>
<tr>
<td>5.</td>
<td>Provide three areas for improvement at universities and colleges today?</td>
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<tr>
<td>6.</td>
<td>Written concisely, seamlessly, and effectively with less than two grammatical errors?</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

## Total Points/Grade:

**Comments/Suggestions:**

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Banda/EDLD/Fall 2017
# APPENDIX D

## STUDENT LED ACTIVITY/ENGAGEMENT/DISCUSSION EVALUATION FORM

### PRESENTER

**RATING DEFINITIONS**

- **EXCELLENT** - ONLY SLIGHT ROOM FOR IMPROVEMENT
- **GOOD** - OK, BUT SOME ROOM FOR IMPROVEMENT
- **FAIR** - MARGINALLY ACCEPTABLE
- **INADEQUATE** - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th>STUDENT LED ACTIVITY/ENGAGEMENT (60 TOTAL POSSIBLE POINTS)</th>
<th>EXCELLENT 10.0 POINTS</th>
<th>GOOD 7.0 POINTS</th>
<th>FAIR 5.0 POINTS</th>
<th>INADEQUATE 2.0 POINTS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ACTIVITY EVIDENCE HIGHER ORDER THINKING SKILLS IN DESIGN?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. ACTIVITY, ITS' OBJECTIVE/LEARNING GOALS WERE CLEARLY EVIDENCED AND ARTICULATED?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. ACTIVITY ACTIVELY AND CRITICALLY ENGAGED COLLEAGUES IN DIALOGUE?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. ACTIVITY UTILIZED OUTSIDE RESOURCES TO ILLUSTRATE CONCEPT AND FACILITATE COMPREHENSION OF CONCEPT?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. STUDENT SUCCESSFULLY FACILITATED THE DISCUSSION TO BE INCLUSIVE OF ALL COLLEAGUES?</td>
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<td>6. REQUESTED INFORMATION EMAILED TO PROFESSOR IN TIMELY MANNER?</td>
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**TOTAL POINTS/GRADE:**

**COMMENTS/SUGGESTIONS:**

APPENDIX E
STUDENT ENGAGEMENT PROGRAM PROFILE EVALUATION FORM

PRESENTER

RATING DEFINITIONS
EXCELLENT - SURPASSED EXPECTATIONS
GOOD - ONLY SLIGHT ROOM FOR IMPROVEMENT
FAIR - MARGINALLY ACCEPTABLE
INADEQUATE - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th></th>
<th>EXCELLENT 10.0 POINTS</th>
<th>GOOD 8.0 POINTS</th>
<th>FAIR 5.0 POINTS</th>
<th>INADEQUATE 2.0 POINTS</th>
<th>COMMENTS</th>
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<tr>
<td>BRIEF (100 TOTAL POSSIBLE POINTS)</td>
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<tr>
<td>1. PROVIDE DESCRIPTIVE NATURE OF THE CHOSEN STUDENT ENGAGEMENT PROGRAM?</td>
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<td>2. RATIONALE THAT UNPACKS RATIONALE FOR CHOICE OF STUDENT ENGAGEMENT PROGRAM?</td>
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<td>3. INFORMATION PERTINENT TO THE HISTORY/LEGACY OF INSTITUTION INCLUDED?</td>
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<td>4. BIOGRAPHICAL ACCOUNT OF LEADER OF STUDENT ENGAGEMENT PROGRAM?</td>
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<tr>
<td>5. EXPLICITLY SYNTHESIZE AND CONNECT SIX COURSE CONCEPTS WITH CHOSEN STUDENT ENGAGEMENT PROGRAM?</td>
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<tr>
<td>6. EVALUATION OF CHOSEN STUDENT ENGAGEMENT PROGRAM</td>
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<td>7. CHALLENGES FOR STUDENT ENGAGEMENT PROGRAM</td>
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<tr>
<td>8. RECOMMENDATIONS FOR IMPROVEMENT FOR STUDENT ENGAGEMENT PROGRAM?</td>
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<tr>
<td>9. WRITTEN CONCISELY, SEAMLESSLY, AND EFFECTIVELY WITH LESS THAN THREE GRAMMATICAL ERRORS?</td>
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<td>10. FREE OF APA ERRORS AND INCLUDES INTERVIEW PROTOCOL?</td>
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TOTAL POINTS/GRADE:
COMMENTS/SUGGESTIONS:
APPENDIX F
ORIGINAL STUDENT SUCCESS THEORY EVALUATION FORM

PRESENTER

RATING DEFINITIONS
EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT
GOOD - OK, BUT SOME ROOM FOR IMPROVEMENT
FAIR - MARGINALLY ACCEPTABLE
INADEQUATE - DID NOT MEET CRITERIA

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<th>STUDENT SUCCESS THEORY (140 TOTAL POSSIBLE POINTS)</th>
<th>EXCELLENT 20.0 POINTS</th>
<th>GOOD 18.0 POINTS</th>
<th>FAIR 10.0 POINTS</th>
<th>INADEQUATE 0.0 POINTS</th>
<th>COMMENTS</th>
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</thead>
<tbody>
<tr>
<td>1. IDENTIFY A TARGET STUDENT POPULATION?</td>
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<td>2. IDENTIFY INSTITUTIONAL TYPE?</td>
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<td>3. INCLUDE RESEARCH TO EXPLICATE CONCEPTS/FACTORS THAT ARE VITAL TO STUDENT SUCCESS?</td>
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<td>4. EXPLAIN THE ROLE OF STUDENT AFFAIRS PRACTITIONERS WITHIN THE CONTEXT OF THEORY?</td>
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<tr>
<td>5. IDENTIFY IMPLICATIONS FOR STUDENT AFFAIRS PRACTITIONERS ON COLLEGE CAMPUSES TODAY?</td>
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<td>6. LESS THAN TWO APA ERRORS, A MINIMAL OF 20 OUTSIDE RESOURCES, AND INCLUSIVE OF VISUAL REPRESENTATION OF PROPOSED THEORY?</td>
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<td>7. WRITTEN CONCISELY, SEAMLESSLY, AND EFFECTIVELY WITH LESS THAN FIVE GRAMMATICAL ERRORS?</td>
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TOTAL POINTS/GRADE: 
COMMENTS/SUGGESTIONS:
APPENDIX G
POSTER SESSION EVALUATION FORM

PRESENTER

RATING DEFINITIONS
EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT
GOOD - OK, BUT SOME ROOM FOR IMPROVEMENT
FAIR - MARGINALLY ACCEPTABLE
INADEQUATE - DID NOT MEET CRITERIA

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<th>POSTER PRESENTATION (30 TOTAL POSSIBLE POINTS)</th>
<th>EXCELLENT 5.0 POINTS</th>
<th>GOOD 4.0 POINTS</th>
<th>FAIR 2.0 POINTS</th>
<th>INADEQUATE 0.0 POINTS</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>1. IDENTIFY TARGET STUDENT POPULATION?</td>
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<td>2. IDENTIFY INSTITUTIONAL TYPE?</td>
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<tr>
<td>3. IDENTIFY COMPONENTS OF STUDENT SUCCESS THEORY?</td>
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<tr>
<td>4. IDENTIFY THE ROLE OF STUDENT AFFAIRS PRACTITIONERS?</td>
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<tr>
<td>5. IDENTIFY IMPLICATIONS AS IT PERTAINS TO STUDENT AFFAIRS PRACTITIONERS?</td>
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<td>6. WRITTEN CONCISELY, FREE OF GRAMMATICAL/APA ERRORS, AND PRESENTATION WAS COHERENT, SEAMLESS, AND EFFECTIVE?</td>
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TOTAL POINTS/GRADE:
COMMENTS/SUGGESTIONS: