Northern Kentucky University
College of Health & Human Services
School of Kinesiology, Counseling, & Rehabilitative Sciences
Graduate Program in Counselor Education

Course: COU 660 Assessment and Evaluation in Counseling

Basic statistical concepts & psychometric principles; examination of the most frequently used assessment procedures in counseling; outcome evaluation; multicultural issues; ethical & legal issues involved in the use of assessment procedures by licensed/certified counselors.

Semester: Spring 2022
Location & Meeting Times: Asynchronous online course offered through Canvas

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Instructor: Greg Hatchett, Ph.D., LPCC-S, NCC
Office Location: MEP 211
Phone #: 859-572-6195
Email: hatchettg@nku.edu is the easiest way to reach me. If I do not respond to your email within 24 hours during the regular workweek (Monday-Friday), please email me again.
Office Hours: By appointment online or in my campus office

Required Materials:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2017). *Clinical interviewing* (6th ed.). Wiley.

Whiston, S. C. (2017). *Principles and applications of assessment in counseling* (5th ed.). Cengage.

Reliable internet access

Instructional Strategies:

- Reading assignments from the required textbook
- Weekly lectures posted in Canvas
- Supplemental videos and reading assignments posted in Canvas
- Frequent assessments in the form of quizzes, written assignments, and unit exams
- Creation of an Assessment Plan

Knowledge and Skill Outcomes:

CACREP 2016 Standards

Standards evaluated in connection with CACREP Key Objective Assessments are in bold.

Student Learning Outcomes Connected to CACREP 2016 Standards	CACREP[1]	Content Coverage	Assessment
Identify and demonstrate multicultural counseling competencies	2.F.2.c	Chapter 6 in Whiston; Lecture	Quiz #3; Exam # 1
Theories and models of career development, counseling, and decision making	2.F.4.a.	Chapter 11 in Whiston; Lecture	Quiz #12; Final Exam
Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	2.F.4.e.	Chapter 11 in Whiston; Lecture	Quiz #12; Final Exam
Methods of identifying and using assessment tools and techniques relevant to career planning and decision making	2.F.4.i.	Chapter 11 in Whiston; Lecture	Quiz #12; Final Exam
Identify and demonstrate the use of essential interviewing, counseling, and case conceptualization skills	2.F.5.g.	Entire *Clinical Interviewing* text (identification only)	Quizzes #5-7; Exam #2
Development of measurable outcomes for client	2.F.5.i.	Chapter 16 in Whiston; Lecture	Quizzes #5-7; Exam #2; Assessment Project
Identify suicide prevention models and strategies	**2.F.5.l.**	Chapter 9 in *Clinical Interviewing* text; Lecture	Quiz #6; Exam #2;
Historical perspectives concerning the nature and meaning of assessment and testing in counseling	**2.F.7.a.**	Chapter 1 in Whiston text; Lecture	Quiz #1; Exam 1
Methods of effectively preparing for and conducting initial assessment meetings	**2.F.7.b.**	Chapters 7-8 in Whiston; Chapters 6-7 in *Clinical Interviewing Text*; Lecture	Quizzes #4 & 6; Exam 2
Understand procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	**2.F.7.c.**	Chapters 9 & 12 in *Clinical Interviewing* text; Lecture	Quizzes #6-7; Exam #2
Recognize procedures for identifying trauma and abuse and for reporting abuse	**2.F.7.d.**	Chapter 12 in *Clinical Interviewing* text; Lecture	Quiz #7

Recognize use of assessments for diagnostic and intervention planning purposes	**2.F.7.e.**	Chapter 10 in *Clinical Interviewing* text & Chapter 15 in Whiston; Lecture	Quiz #6 & 9; Exam #2
Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	**2.F.7.f.**	Chapter 2 in Whiston	Quiz #1; Exam # 1
Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	**2.F.7.g.**	Chapter 2 in Whiston; Lecture	Quiz #1; Exam #1
Reliability and validity in the use of assessments	**2.F.7.h.**	Chapters 3-4 in Whiston; Lecture	Quiz #2; Exam 1
Use of assessments relevant to academic/educational, career, personal, and social development	**2.F.7.i.**	Chapter 11 in Whiston; Lecture	Quiz #12; Final Exam
Use of environmental assessments and systematic behavioral observations	**2.F.7.j.**	Chapter 13 in Whiston	Quiz #10
Use of symptom checklists, and personality and psychological testing	**2.F.7.k.**	Chapters 12-13 in Whiston; Lecture	Quiz #10
Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	**2.F.7.m.**	Chapter 5 in Whiston; Lecture	Quiz #3; Exam #1
Understand the evaluation of counseling interventions and programs	2.F.8.e.	Chapter 16 in Whiston; Lecture	Quizzes #5-7; Exam #2; Assessment Project
Understandable analysis and use of data in counseling	2.F.8.i.	Chapter 16 in Whiston; Lecture	Quizzes #5-7; Exam #2; Assessment Project
Understand psychological tests and assessments specific to clinical mental health counseling	**5.C.1.e.**	Chapters 8, 12-13 in Whiston; Lecture	Quiz #9; Exam #2
Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	5.C.3.a	Chapter 7-8 in Whiston; Chapters 6-10 in *Clinical Interviewing text*	Quizzes # 4 & 7; Exam #2
Techniques and interventions for prevention and treatment of a broad range of mental health issues	5.C.3.b	Chapters 7-8 in Whiston; Chapters 6-7 in *Clinical Interviewing Text*; Lecture	Quizzes #4 & 6; Exam 2

Use of developmentally appropriate career counseling interventions and assessments	5.G.3.e	Chapter 11 in Whiston; Lecture	Quiz #12
Use of accountability data to inform decision making	5.G.3.n.	Chapter 16 in Whiston; Lecture	Quiz #9; Exam #2, & Assessment Proposal

Planned Course Schedule:

Week:	**Content Areas:**	**Assignments & Due Dates:**
January 18th – January 23rd	• Course Orientation • Role of Counselors in Testing & Assessment • Benefits & Challenges of Assessment	Quiz on Chapter 1 in Whiston text *Due by January 23rd at 11.59 pm*
January 24th – January 30th	• Assessment Fundamentals • Basic Measurement Concepts	Quiz on Chapter 2 in Whiston text *Due by January 30th at 11:59pm*
January 31st – February 6th	• Test Score Reliability • Test Validation	Quiz on Chapters 3-4 in Whiston text *Due by February 6th at 11:59pm*
February 7th – February 13th	Cultural, Legal, & Ethical Issues in Assessment	Quiz on Chapters 5-6 in Whiston text *Due by February 13th at 11:59pm*
February 14th – February 20th	• Test Selection • Initial Assessment Process	Quiz on Chapters 7-8 in Whiston text *Due by February 20th at 11:59pm*
February 21st – February 27th		**Exam #1** *Due by February 27th at 11:59pm*
February 28th – March 6th	Clinical Interview: Part 1 ▪ Confidentiality ▪ Basic Listening & Communication Skills ▪ Counseling Relationship	Quiz on Chapters 1-5 in *Clinical Interviewing* text *Due by March 6th at 11:59pm*
March 7th – March 13th		**Spring Break**
March 14th – March 20th	Clinical Interview: Part 2 ▪ Intake Interviews ▪ Mental Status Exams ▪ Assessment of Risk for Suicide & Violence	Quiz on Chapters 6-10 in *Clinical Interviewing* text *Due by March 20th at 11:59pm*

	▪ Diagnosis & Treatment Planning	
March 21st – March 27th	Clinical Interview: Part 3 ▪ Interviewing Children & Families ▪ Substance Use Assessment ▪ Multicultural Issues	Quiz on Chapters 11-15 in *Clinical Interviewing* text *Due by March 27th at 11:59pm*
March 28th – April 3rd	Assessment of Intelligence, Aptitude & Achievement	Quiz on Chapters 9-10 in Whiston text *Due by April 3rd at 11:59pm*
April 4th – April 10th		**Exam #2** *Due by April 10th at 11:59pm*
April 11th – April 17th	• Diagnosis • Outcome Assessment • Progress Monitoring	Quiz on Chapters 15-16 in Whiston text *Due by April 17th at 11:59pm*
April 18th – April 24th	Personality & Behavioral Assessment	Quiz on Chapters 12-13 in Whiston text *Due by April 24th at 11:59pm*
April 25th – May 1st	Assessment in Couples & Family Counseling	Quiz on Chapter 14 in Whiston text *Due by May 1st at 11:59pm*
May 2nd – May 8th	Career-Related Assessment	• Quiz on Chapter 11 in Whiston text • Assessment Plan *Both due by May 8th at 11:59pm*
Final Exam Week		**Comprehensive Final Exam** *Due by May 12th at 11:59pm*

Evaluation Procedures:

Examinations. Students will complete three major examinations, including a comprehensive final examination, through Canvas. Nearly all exam items will be constructed-response (e.g., short-answer, application, calculations, interpretations, short essay), but I may also include a few forced-choice items (e.g., true-false, multiple choice, matching). Responses to the constructed-response items will be scored using criterion- and norm-referenced grading procedures.

Policy on Missed Exams. A student will be permitted to complete a missed examination only as a result of extraordinary circumstances (severe illness, death in the family, etc.). The student **must** contact the instructor in advance of the exam to explain his or her absence and secure permission to take the exam at a later date. The student may be required to provide official documentation to account for his or her absence. If a student receives permission to complete a make-up examination, it must be completed within one week of the original exam date and the content of the exam may be different from the exam given to the rest of the class.

Students will not be allowed to use their textbooks, notes, other people, or the internet in completing these examinations. To promote academic integrity, students will be required to take these exams on a computer with a functional camera and must download and utilize the Lockdown Browser: https://inside.nku.edu/library/services/cite/technologyresources/ldb_student.html

Canvas Chapter Quizzes. Students will be complete 13 quizzes over the assigned textbook chapters through the Canvas course management system. Each quiz will contain approximately 25-50 multiple-choice items or true-false items. The quizzes will be timed, and time limits will be established by multiplying the number of questions by 2 minutes. Though the quizzes are "open book," it is imperative that you carefully complete the assigned readings before beginning each quiz in Canvas. (You will not likely do well on the quizzes without completing the readings first.) Furthermore, you may not receive assistance from another classmate in completing any of the quizzes; this action is considered to be cheating and subject to disciplinary action.

Assessment Plan. Each student will develop a comprehensive assessment plan for either a real or hypothetical counseling agency or school counseling program. Each plan should include the following components: description of the agency or school; clientele served; assessment procedures and their psychometric properties; and an explicit outcome evaluation plan. The plan must be written in compliance with the 7th edition of the *APA Publication Manual*. More detailed information about the expectations for this paper along with a scoring rubric will be provided in Canvas.

Weights assigned to the course assignments:

Average of Canvas Quizzes:	15%
Assessment Plan:	15%
Exam # 1:	20%
Exam # 2:	20%
Comprehensive Final Exam:	30%

Grading Scale:

Graduate Plus – Minus Scale		
Letter Grade	% Equal to or Greater than	Grade Point
A	93-100	4.00
A-	90-92.99	3.67
B+	87-89.99	3.33
B	83-86.99	3.00
B-	80-82.99	2.67
C+	77-79.99	2.33
C	70-76.99	2.00
F	0-69.99	0

Credit Hour Policy Statement

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a typical student to complete course expectations are as follows:

Canvas Lectures	=	20 hours
Readings: 29 chapters x 2 hours each	=	58 hours
Canvas Quizzes: 13 Quizzes x 1 hours each	=	13 hours
Assessment Plan	=	12 hours
Regular Exams: 2 x 15 hours each	=	30 hours
Comprehensive Final Exam	=	20 hours
Total	=	153 hours

Average Time Commitment Each Week: 10.20 hours

Additional Course Policies:

- *Academic Integrity*. You may not receive any assistance from another classmate or another person in completing any of the assignments, quizzes, or exams required in the course. This

action is cheating and will result in a F in the course; you may also be referred to the office of Student Conduct Rights and Advocacy

- *Complete assignments on time*. As outlined in this syllabus, the assignments and associated due dates are clearly spelled out. It is my expectation that you will budget your time wisely and complete every assignment on time. As a rule, late work will not be accepted and any assignments that are late or missed will result in a grade of zero. Exceptions to this rule will be extremely unusual and will only be granted in extraordinary circumstances (e.g., severe illness, death in the family, etc.). I have the sole discretion to determine if an exception to this rule is warranted.

Flexibility Clause

This syllabus should be regarded as a tentative document and subject to change. However, any changes to the syllabus or course structure will be explicitly announced in Canvas. Because students will be held accountable for any changes, it is incumbent upon students to attend to the announcements posted in Canvas and email

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University Common Syllabus

For each course taken at Northern Kentucky University, students will receive a syllabus with specific information about the section in which they are enrolled. The following information applies to all courses at the university.

Facial Coverings
In order to minimize the risk of infection for students and faculty, facial coverings that cover the mouth, nose, and chin must be worn at all times while students are in class. Accommodations may be granted for reasons of health and safety, but these accommodations must be documented by the *Office for Student Accessibility*. Violation of this policy will result in dismissal from class.

Class Workload
Students cannot learn by simply being spectators – it is not enough to watch and listen in class. Success requires an investment of time and effort outside of class in studying the material and, most importantly, in working on assigned readings, exercises, projects, research, and papers. For most three-credit courses, a typical student will need to spend nine hours per week studying outside of class. Some students will require more time than this; very few can get by with less. Students must take this out-of- class study time into account when developing course schedules. Students unable to make the needed commitment of time for class attendance *and* out-of-class study should consider taking the course some other time when their schedule will allow them to devote sufficient time to the material. Success in courses requires students to read assigned material carefully and to do assignments, projects, and papers on a regular basis.
Expect the unexpected. Power outages, computer crashes, Internet interruptions, and otherwise unavoidable problems *will* happen. Students must take steps to ensure they can complete their work on time. Do not wait until the last possible moment to complete

assignments. Have a backup plan in case the unexpected occurs. For example, ensure you have access to a second Internet-accessible computer (e.g., at a friend's or at the library) and avoid saving projects directly to your device (e.g., use your NKU OneDrive account).

Academic Misconduct

This Student Honor Code [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.
Students, faculty, staff, and administrators at NKU strive to achieve the highest standards of scholarship and integrity. Any violation of the Student or Graduate Student Honor Codes is a potentially serious offense because it threatens the quality of scholarship and undermines the integrity of the community. All NKU faculty members are asked to report incidents of academic misconduct to the office of Student Conduct Rights and Advocacy. While academic in scope, a violation of the NKU Honor Code may be considered a violation of the NKU Code of Student Rights and Responsibilities and will follow the adjudication processes described therein.
Through the NKU Honor Code, students who are responsible for academic dishonesty may receive sanctions, including, but not limited to, a final grade of "F," or removal from the course in which the violation occurs. Repeated violations of the NKU Honor Code, or when suspension or expulsion from NKU may be a possible outcome of the violation, the incident will be referred to the office of Student Conduct, Rights and Advocacy.
Additional information is available at: https://inside.nku.edu/scra.html#policies

Sexual Misconduct

Northern Kentucky University is committed to fostering a safe and inclusive educational and work environment free from sexual misconduct, including sexual assault, non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation, sexual harassment, dating and intimate partner violence, relationship and domestic violence, stalking and gender-based bullying. For more information please see: https://inside.nku.edu/titleix/policy/sexual-harassment-policy.html
Instructors are NON-confidential mandated reporters. This means they are required to report any information a student shares regarding sexual misconduct that occurred on NKU's campus or involves an NKU student. Any student who has or is experiencing dating violence, domestic violence, sexual assault, or stalking is encouraged to contact the Norse Violence Prevention Center (NVP Center). The NVP Center provides free, confidential advocacy services. Contact the center at 859-572-5865, or by email at nvp@nku.edu. For more information, please see http://nvp.nku.edu/support.html.

Prerequisites

Prerequisites for all courses are listed in the NKU catalog (https://inside.nku.edu/registrar/catalog.html). These are meant to convey the background knowledge expected of each student in the course. History indicates that students who do not meet the prerequisites for a course are unlikely to succeed in the course. As such, it is imperative that students not take a course until they have mastered the prerequisites for that course. Prerequisites are typically one of two types: either (i) completion of specific NKU courses, or (ii) placement by satisfactory performance on a standardized exam. Students are responsible for ensuring compliance with the stated prerequisites. The department also checks

prerequisites; students will be withdrawn from a course if they are found to have not met the course prerequisites.

University Policy on Non-Attendance

Face-to-Face/Hybrid Courses

NKU students are expected to attend the first scheduled class session of each course for which they are enrolled. If a student does not attend the first day of class, the instructor may drop the student for non-attendance.

Students who know they will be absent must contact their instructor(s) prior to the first class meeting to explain their absence and request to remain enrolled in the course.

Online

If the student does not log onto Canvas and access course materials or contact the instructor by 5 PM Thursday on the first week of classes, the instructor is required to drop this student for non-participation (i.e., non-attendance). Additional attendance expectations may be found on the specific course syllabus.

Observance of Religious Holidays for Class Attendance

NKU values diverse religious perspectives and beliefs and recognizes religious practice is, for many individuals, an important element of personal identity, intellectual development and psychological well-being, and is, in many cases, inseparable from cultural identity. As the diversity of our community has increased, additional religious holidays now affect a significant number of students. Consistent with our commitment to creating a diverse and inclusive community, Northern Kentucky University believes every reasonable effort should be made to allow members of the NKU community to observe their holidays without jeopardizing the fulfillment of their academic obligations. NKU students who are unable to attend classes or participate in any examination, study, or work requirement on some particular day(s) because of their religious belief must submit a formal request to the instructor within 3 weeks of the beginning of the semester so appropriate arrangements can be made.

Inclement Weather Policy

If NKU is open, classes will meet. For information on NKU closings, students may:

- sign-up for Norse Alert (http://norsealert.nku.edu/)
- call the university/weather closings hotline: 859-572-6165 or 859-572-6166
- listen to local media (information will be provided to all area radio and television stations).

Incomplete Policy

The grade of "I" (incomplete) may be assigned at the request of a student when a portion of the assigned or required class work, or the final examination, has not been completed because of a documented serious illness and/or extreme personal circumstance not caused by the student's own negligence.

An incomplete will only be issued when the following conditions are met:

- *the quality of work is satisfactory (passing), but some essential requirement has not been completed;*
- *evidence of a serious illness and/or extreme personal circumstance not caused by the student's own negligence has been presented to the professor; and*

- *the student has developed a plan with the professor outlining the requirements and specific deadlines for completion of the missed work.*

An incomplete grade must be made up by the middle of the next regular semester in which the student is enrolled. The grade for any course not completed by this deadline will be converted to the grade of "F".

Withdrawing from a Course

The deadline for withdrawing from class with a grade of W is listed in the Schedule of Classes (https://inside.nku.edu/registrar/calendars.html) published for each semester. It is a student's responsibility to be aware of this deadline. To withdraw from class, a student must process the request online via http://mynku.nku.edu/. Students who stop attending class without officially withdrawing will receive a grade of F.

Students are generally not permitted to withdraw after the deadline; after that date they must either complete the course successfully or receive a failing grade. Exceptions are made only for very unusual extenuating circumstances involving some change in the student's situation after the deadline. This will require documentation and the permission of the department chair and the dean. Permission for late withdrawal will not be given to students who merely seek to avoid a poor grade

Grade Appeal

Please see the Code of Student Rights and Responsibilities Section V: Academic Policies & Processes for any final grade appeal. The specifics of the process are detailed in subsection G: Student Academic Grade Appeal. https://inside.nku.edu/scra/information/students/rights-responsibilities.html

Diversity

Diversity describes an inclusive community of people with varied human characteristics, ideas, and worldviews related, but not limited, to race, ethnicity, sexual orientation, gender, religion, color, creed, national origin, age, disability, socio-economic status, geographical region, or ancestry. Institutions that value diversity provide a supportive environment that respects those human differences. It is our responsibility as citizens of the NKU community to promote and value a campus environment and classroom climate that is safe, fair, respectful, and free from prejudice.

As a college student you will have the opportunity to discuss many topics within your classes that will elicit a variety of responses and ideas. An important part of a college education is taking these varied opinions and life experiences into consideration when forming an educated opinion. Therefore, it is critical that we actively listen to and respect one another in the classroom and in online forums.

Inclusive Excellence

At NKU, we believe that individual differences can deepen understanding of one another and the world around us rather than divide us. Instructors at this university value people of all races and ethnicities, genders and gender identities, religions and spiritual beliefs, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities. We strongly encourage everyone to share their rich array of perspectives and experiences, but to do so in a way that is respectful of others. Our discussions are opportunities for each of us to challenge underlying assumptions about our beliefs as we advance our knowledge, skills, and dispositions

as professionals in our chosen discipline. Instructors reserve the right to intervene in discussions/communication between and among students if the atmosphere begins to appear hostile or aggressive in any manner. It is the instructor's role to ensure a classroom environment that is optimal for the learning of all students. Any students who feel their differences may in some way isolate them from the class community or who have a need for any specific accommodations, should please speak with their instructor early in the semester about their concerns and what might be done together to help ensure the ability to actively engage in the course and NKU community.

Student Support

Health, Counseling, and Student Wellness (HCSW)
Anxiety, depression, and other mental health concerns are common among college students. Any student who feels such emotions are getting in the way of their day-to-day activities and/or academic success is encouraged to contact NKU's Health, Counseling, and Student Wellness Center. To make an appointment, call the HCSW at 859-572-5650 or walk in at University Center 440. For more information, please see https://inside.nku.edu/hcsw.html

W. Frank Steely Library
Students seeking research sources and/or information for assignments, general knowledge, or interest can visit, email (library@nku.edu), chat, call (859-572-5457), or text (859-534-9800) Steely Library, or request a research appointment to work with a librarian. Sources, services, and more information can be found at https://inside.nku.edu/library.html.

FUEL NKU
Any student who has difficulty affording groceries is encouraged to contact FUEL NKU, the campus food pantry for students. FUEL NKU is located in Albright Health Center 104, and may be reached at fuel@nku.edu. Any student who is experiencing challenges with accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact the Dean of Students for support. Our Dean of Students is Arnie Slaughter, and he may be reached at slaughtera@nku.edu. Furthermore, students are encouraged to notify the instructor if they are comfortable in doing so. This will enable instructors to provide any resources they may possess.

Learning PLUS
Students experiencing roadblocks (e.g., financial, personal, and social concerns) to academic success may seek assistance from Learning PLUS - https://inside.nku.edu/plus.html) who offer assistance in academic tutoring, developing success skills, a math center, and a writing center.

Learning Management Software
Canvas (https://nku.instructure.com) is an integral component of our courses. Most of the course materials (e.g., syllabus, schedule, readings, and movies) are only available on Canvas. Any questions or problems with the course Canvas site should be brought to the professor's attention as soon as possible.
In addition to downloading and installing Office 365 (free for NKU students, see https://inside.nku.edu/it/service-catalog/software/softwarecatalog/microsoft-stu.html), students who need access to Microsoft products (e.g., Word, Excel, PowerPoint) or Adobe Acrobat Pro and SPSS off campus may access NKU software and network drives from anywhere using NKU Virtual Desktop (VMWare View, https://one.nku.edu/task/all/virtual-desktop).

All technology problems must be addressed directly to the NKU IT Help Desk (https://inside.nku.edu/it/service-catalog/supporttraining/hd.html).

Student Evaluation of Instructor and Course

NKU takes instructor and course evaluations very seriously. They represent an important means of gathering information about instructors and courses, information that will be used to enhance student-learning opportunities. As such, NKU asks its students to participate responsibly in the instructor and course evaluation process and to include thoughtfully written comments.

For a full-semester course, evaluation periods begin two weeks prior to final exams. For seven-week courses, evaluation periods begin at midnight the Thursday of week 6 and close 11:59 p.m. the Sunday of week 7. For five-week courses, evaluation periods begin at midnight the Thursday of week 4 and close 11:59 p.m. the Sunday of week 5. Students are notified by email when the online evaluation process is available and are sent several reminders until evaluations are completed.

Student evaluations are strictly confidential, and results are not available to instructors until after final grades for the course are posted. The university has established extensive precautions to prevent individual student comments from being identified.

In addition, students should be aware:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.
- For more information and to view the instructor and course evaluation schedule, visit the student evaluation home page (http://eval.nku.edu).