COURSE OBJECTIVES AND DESCRIPTION

It is my goal that students in this course should achieve the following objectives:

- To be able to read, interpret and critique research and assessment in student affairs and higher & continuing education
- To build confidence in your ability to design appropriate assessments in the field of student affairs, both in individual counseling and organizational improvement contexts
- To introduce students to basic aspects of student affairs assessment, including:
  - understanding different approaches to individual and organizational assessment,
  - choosing appropriate research designs and methods, and
  - following professional standards and guidelines.

This course will incorporate several different pedagogical approaches during the semester designed to achieve the above objectives. In order for this class to be successful, however, students are expected to share the responsibility for their learning as well as for the learning of their peers. You are expected to come to class ready to engage in the classroom dialogue, and with all reading and other assignments completed by the specified due date. (See below for limited exceptions.)

POLICIES

1. **Attendance:** Students are expected to attend every class session, or notify the instructor in advance that he/she will be absent along with the reason for the absence. Students are also expected to arrive on time for class and remain for the duration of the class. Students are asked to refrain from conducting private conversations in class, and are requested to use appropriate language and behavior that are not demeaning or disruptive to either the instructor or the other members of the class. Failure to consistently abide by these attendance policies will have an adverse impact on your final grade.

2. **Late papers/assignments:** All assignments must be completed by the due date unless prior arrangements are made, well in advance of the deadline. Extensions on any assignment will not be granted except for instances related to religious observances (see below), documented disabilities (see below), or extraordinary circumstances that are pre-approved by the instructor.

3. **Contact information:** I encourage you to call or e-mail me to set up an appointment if you would like to meet with me outside of class. (Contact information is provided on the first page of this syllabus.) I will set up an e-mail reflector for this class as soon as the enrollment is finalized. The address for the reflector will be edcp615@umd.edu. I will use this group e-mail address to update you on specifics for the class, or for reminders on upcoming deadlines. If you are unable to check e-mail regularly, please see me. You are also welcome to use the reflector to communicate with your classmates. Please keep in mind that the instructor also receives messages sent to the reflector.

4. **ELMS website:** This course will utilize the online learning website called ELMS. On this website, you will be able to access all scanned readings, weekly PowerPoint slides, and other class handouts. Students are expected to use this website to access relevant readings and course materials.
5. **Working with partners or in groups**: I strongly encourage you to work with others to study the course readings and to critique each others’ written assignments prior to their due date. There are also formal activities in which you will be working with partners or groups structured into the course.

6. **Academic integrity**: The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu. If you wish to report a violation of academic conduct, visit the website or call 301-314-8450. On the first day of class, I will ask you to sign an honor pledge for all of the work that you will complete in conjunction with this class.

7. **Accommodations for students with disabilities**: If you have a registered disability that will require accommodation, please see the instructor as soon as possible at the beginning of the semester. If you have a disability and have not yet registered with the University's Disability Support Services (DSS) in the Shoemaker Building, you should do so by contacting the office at 301-314-7682. All requests for accommodations due to disabilities must be in accordance with recommendations set forth by DSS.

8. **Religious observances**: If you need to miss a class or make up an assignment due to an individual participation in a religious observance, please notify me within the first two (2) weeks of the beginning of the semester.

9. **Course evaluation**: As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term though CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. Please make a note now of the dates for Spring 2011 (Tuesday, April 26th through Wednesday, May 11th) and the link at which you can access the submission system (www.courseevalum.umd.edu). If you submitted all of your evaluations in the Fall or are a new student, you can also access all posted results from Fall 2007 forward via Testudo under CourseEvalUM Reporting. To retain this access, you must submit all of your evaluations each semester. If you do not have access right now, you can gain it by submitting all of your Spring 2011 evaluations. More information is at: https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml.

### METHODS OF INSTRUCTION AND COURSE EXPECTATIONS

The course will employ a variety of instructional approaches, and relies heavily on student participation and discussion. Course requirements include both written and oral assignments, and involve both individual and group work. For written assignments, please adhere to the guidelines described in the Publication Manual of the American Psychological Association (APA), 6th edition. You will be evaluated on the following items (additional information on the assignments will be provided throughout the term):

1. **(15%) Class participation**: You are expected to participate in and/or lead class discussions and group work in a manner that demonstrates thoughtful reflection and understanding of the subject matter as well as respect for your colleagues in the class. In order to participate meaningfully, you are expected to attend every class session, and you must come to class having read all of the reading assignments and written all of the writing assignments.
   - One of the major components of your class participation evaluation will be based upon a class discussion that you will lead with a partner or small group on assessment issues that are germane to a specific unit in student affairs, including: Career Services, Residence Life, or College Unions. One or two discussions per week will take place on April 5 or 19, 2011. More information on this assignment will be provided at a later date.
2. (25%) **Critique of research article**: After discussing the basic elements of a research article, you will be asked to critique an article that will be distributed in class. **Due March 1, 2011.**

3. (20%) **Creation of a survey instrument**: Based on a topic of your choice, you will develop a survey questionnaire. The first draft of the questionnaire will be due on **April 5, 2011**. You will be given feedback by the instructor, as well as by another person in the class by **April 12, 2011**. You will submit a revised survey instrument, based on the feedback, on **April 26, 2011**.

4. (40%) **Assessment project for a student affairs unit**: You will work in one of three groups on a proposal for an assessment project in a pre-determined case scenario for a student affairs unit. Your group will submit a project proposal and give an oral presentation on your project on **May 17, 2011**.

**REQUIRED TEXTS**


There are also a series of scanned readings for this class. These readings can be accessed and downloaded from ELMS.

*Note: The Upcraft & Schuh and Schuh & Associates texts are very similar, but distinct enough where I find it important to assign both for a given week’s topic. Portions that are repetitive in one or the other reading can and should be skimmed.*

**OPTIONAL TEXTS:**


**OTHER USEFUL TEXTS**


### COURSE CALENDAR

#### OVERVIEW OF RESEARCH & ASSESSMENT METHODS

**Week of January 25**

**Introduction to the Course**
- Introductions
- Review of syllabus
- Elements of educational research
- Research & assessment quiz

**Week of February 1**

**Introduction to Assessment in Student Affairs**
- Research cycle
- Key questions to ask in assessment
- Steps in the assessment process
- Introduction to psychological testing

**Reading:**
- Upcraft & Schuh: Chs 1, 2
- Schuh & Associates: Ch 1
- Schuh & Upcraft: "Facts & Myths" (scanned)
- Optional: Schuh & Upcraft (Manual): Chs 1, 2

**Week of February 8**

**Quantitative Methods**
- Assumptions
- Methods of data collection
- Instrumentation
- Basic statistical concepts
- Reliability and validity

**Reading:**
- Upcraft & Schuh: Ch 4
- Schuh & Associates: Ch 3 (pp. 51-64 only), Ch 6 (pp. 141-158 only), Ch 2
- Hood & Johnson: Ch 3 (scanned)
- Optional: Schuh & Upcraft (Manual): Ch 5

**Week of February 15**

**Qualitative Methods**
- Assumptions
- Methods of data collection
- Analysis of data
- A note on mixed methods

**Reading:**
- Upcraft & Schuh: Ch 3
- Schuh & Associates: Ch 3 (pp. 64-74 only), Ch 5 (pp. 127-138 only), Ch 6 (pp. 158-169 only)
- Creswell: Ch 10 (scanned)
- Optional: Schuh & Upcraft (Manual): Chs 3, 4
- Optional: Schuh & Associates: Ch 9
### Week of February 22

#### Key Considerations in Research Methods
- Quantitative sampling  
- Qualitative sampling

#### Critiquing Research Articles
- Hunnicutt, et al. (1992)  
- Qualls, Cox, & Schehr (1992)

**Reading:**
- Upcraft & Schuh: Ch 5  
- Schuh & Associates: Ch 4  
- McMillan & Schumacher: "Appendix A" (scanned)

**Bring to class:**
- "Suggested Elements of a Research Proposal"  
- "Critiquing Research Articles"

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### Week of March 1

#### Assessing Environments & Outcomes
- Astin's I-E-O model  
- Other environmental assessment models  
- Student and program environments  
- Steps in environmental & outcome assessment

**Reading:**
- Upcraft & Schuh: Chs 8, 10  
- Schuh & Upcraft (Manual): Chs 11, 12, 17

**Assignment due**
- Article critique

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### Week of March 8

#### Instruments: Standardized & Self-Created
- Standardized/commercial vs. self-created  
- Attitudinal & perceptual questions  
- Behavioral questions  
- Formatting the questionnaire

**Reading:**
- Schuh & Associates: Ch 5 (pp. 107-126 only)  
- Sudman & Bradburn: Chs 2, 3, 5, 6 (scanned)  
- Schwarz: "Self-Reports" (scanned)

**Optional reading:**
- Schuh & Upcraft (Manual): Chs 6, 7, 8  
- Upcraft & Schuh: pp. 325-344  
- Hood & Johnson: pp. 421-430

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### Week of March 15
- No class – NASPA

### Week of March 22
- No class – Spring Break

### Week of March 29
- No class – ACPA
**TYPES OF ASSESSMENT IN STUDENT AFFAIRS**

### Week of April 5

**Satisfaction & Needs Assessment**
- Purposes and uses of needs assessment
- Purposes and uses of satisfaction assessment
- Measuring needs and satisfaction

**Reading:**
Upcraft & Schuh: Chs 6, 7  
Optional: Schuh & Upcraft (Manual): Chs 9, 10

**Group mini-presentation:**
Assessing Resident Life Programs

**Group mini-presentation:**
Assessing College Unions

**Assignment due:**
First draft of survey instrument  
*Bring 2 copies: 1 for instructor, 1 for exchange partner*

### Week of April 12

AERA – Possible Guest Lecture and/or  
Supplemental Readings

**Assignment due:**
Feedback on survey instrument for  
Exchange Partner

### Week of April 19

**Personality Assessment**
- Types of personality assessments
- Applications of personality tests for individual and organizational assessment

**Reading:**
Hood & Johnson: Chs 11, 12, 13 (scanned)  
Maki: Ch 3, Appendix 4.1, Appendix 4.2, Ch 5 (scanned)

**Assessing Learning Outcomes**
- Forming research questions for learning outcomes assessments
- Measuring student learning outcomes

**Group mini-presentation:**
Assessing Career Services
### Week of April 26

**Career & Occupational Assessment**
- Career choice and development
- Personal and professional values
- Vocational interests
- Career and life planning

**Reading:**
Hood & Johnson: Chs 7, 8, 9, 10 (scanned)
Qualitative Research Article (P. Love, scanned)

**Assignment due:**
Final survey instrument

**Critiquing Qualitative Research**

### Week of May 3

**Benchmarking, Cost Effectiveness & Professional Standards Assessment**
- Purposes and uses
- Measurement in benchmarking, cost
  Effectiveness, and professional standards

**Reading:**
Upcraft & Schuh: Chs 11, 12, 13
Schuh & Associates: Ch 7
New Directions: Ch 4 (scanned)
Optional: Schuh & Upcraft (Manual): Chs 13, 14

**Communicating Assessment Results**
- Reporting your results effectively
- Making use of assessment findings
- Best practices in student affairs research

### SPECIAL TOPICS IN STUDENT AFFAIRS ASSESSMENT

### Week of May 10

**Assessing Unique Student Populations**
- Assessing student cultures
- Assessing minority and special populations
- Clinical interviews from a multicultural Perspective

**Reading:**
Upcraft & Schuh: Ch 9, 14
Schuh & Associates: Ch 8
Hood & Johnson: Ch 16, 18 (scanned)
Optional: Schuh & Upcraft (Manual): Ch 32

**Ethical Issues in Research & Assessment**
- Protecting subjects rights and privacy
- Obtaining informed consent
- Guarding against bias
- Other ethical issues

**Discussion of thesis/seminar paper research questions**
**Week of May 17**

**Assignment due:**

Group Presentations

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**Quantitative articles (S06):**


