

EDAD 658: Assessment and Interventions in Student Affairs
Spring 2008
B117A Cain Hall (Dean of Student Life Conference Room)

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Office Hours: By appointment (generally good times are Monday mornings, Wednesday afternoons, and Friday mornings)

Course Description from the Texas A&M University Catalog:

Understanding of assessment, evaluation and research in student affairs; familiarity with existing assessment instruments for students, services, programs and facilities; understanding importance of maintaining high standards of ethics and integrity in assessment of student affairs.

Student Learning Outcomes for EDAD 658:

The learning outcomes for this class reflect the *ASK* (Assessment Skills and Knowledge) *Standards* published by the American College Personnel Association in 2006.

Students will:

1. Apply Assessment Design knowledge to their own instrument
2. Recognize, suggest and employ Learning and Development Outcomes
3. Design and plan Data Collection and Management Methods
4. Describe and analyze Assessment Instruments
5. Recognize Surveys Used for Assessment Purposes
6. Describe and evaluate Interviews and Focus Groups for Assessment Purposes
7. Analyze Assessment Methods: Analysis
8. Describe and explain Benchmarking
9. Describe and explain Program Review and Evaluation
10. Recognize Assessment Ethics
11. Recognize Effective Reporting and Use of Results
12. Recognize the Politics of Assessment

Course Material for EDAD 658:

Upcraft, M. L., & Schuh, J. H. (1996). *Assessment in student affairs: A guide for practitioners*. San Francisco: Jossey-Bass.

Optional but suggested for class and as a long term reference book:

Stewart, D.W., Shamdasani, P.N., & Rook, D.W. (2007). *Focus groups: Theory and practice*. Thousand Oaks, CA: SAGE Publications.

Suskie, L.A. (1996). *Questionnaire survey research: What works*. Tallahassee, FL: Association for Institutional Research.

Articles (provided by professor):

Blake, H. (2007). The crucial role of student affairs professionals in the learning process. *New Directions for Student Services: Student Affairs Staff as Teachers*, 117, 65-72.

Kelling, R.P., Underhile, R., & Wall, A.F. (2007). Horizontal and vertical structures: The dynamics of organization in higher education. *Liberal Education*, 93, 22-31.

Other readings as assigned.

Expectations:

1. Class attendance: Your attendance is crucial to the learning environment, not only for yourself but also for you classmates. I expect you to attend each class, be on time, come prepared, and participate fully. If you are unable to attend a session, you are responsible for obtaining the material covered, turning in assignments, and contacting me as soon as possible. Absences for any reason will affect your participation grade.
2. Electronic devices: Silence all cell phones, pagers, and other electronic devices. Out of respect for the class, please do not respond to calls or pages. If you are “on call” or expecting an urgent phone call, please let me know before class begins.
3. Guest speakers: I expect that you will give your full attention and respect to visitors to class.
4. Talking in class: To enhance the learning experience for yourself and others, please keep side conversations to a minimum. The class is heavily based on class discussion, so everyone should have the opportunity to learn from their peers. This is one of your instructor’s pet peeves.
5. Plan ahead: Do not wait until the last minute to begin assignments. Inevitably, an emergency will arise that prevents you from completing an assignment.
6. Quality of work: I expect that you will proofread your work before submitting it. Late work will not be accepted.

Course Schedule:

Date	Topic	Reading Due	Assignment Due
January 17	Student expectations of the course; Course introduction, expectations, assignments, grading; Background of assessment in student affairs	Ch. 1 U&S; ASK document;	
January 24	Student learning; outcomes assessment; developing learning and program outcomes; Texas A&M Student Leader Learning Outcomes (SLLO) project	Ch. 10 U&S; Kelling, et al.; Blake	MC (ch 1 & 10 and one for each article); bring department pr program/activity mission/purpose statement and goals
January 31	Qualitative vs. Quantitative assessment Qualitative methods Conducting focus groups	Ch. 2 & 3, U&S Stewart, et al, ch. 1 & 2	MC ch 2 & 3, U&S; ch. 1 & 2, Stewart; Assessment project selection; CAS interview department selection

Date	Topic	Reading Due	Assignment Due
February 7	Qualitative methods, continued Analyzing survey data Content analysis		MC on handouts from 1/31
February 14	Quantitative methods Designing assessments; developing survey questions	Ch. 4	MC on ch. 4, U&S; Suskie handout from last week
February 21	Quantitative methods, continued Using statistics in assessment Analyzing survey data Guest instructor: Peggy Holzweiss	Suskie handout	MC on handouts, if any
February 28	Tracking use of services Needs assessment Satisfaction assessment Guest speaker: Drew McMillen, Rec Sports	Ch. 5 Ch. 6 Ch. 7	MC ch. 5, 6, & 7, U & S; Take home quiz
March 6	Culture assessment Environmental assessment Guest speaker: Peggy Holzweiss	Ch. 9	MC ch. 9, qualitative article critique
March 13	No Class – Spring Break		
March 20	Assessment plans/Assessment cycle Guest speakers: Panel discussion of student affairs administrators		MC (collective from article handouts of 3/6); Bring mission/purpose statement from a program or activity
March 27	Benchmarking Professional standards Comprehensive Program Review Guest speakers: TBD	Ch. 11 Ch. 12	MC ch. 11 & 12, U & S; Quantitative article critique
April 3	CAS Assessments National Assessment Instruments		CAS interview reports
April 10	Ethics; Institutional Review Board Politics of Assessment; Accreditation	Ch. 14; Belmont Report	MC ch 14 National assessment critique
April 17	Reporting and Using Assessment Results Closing the Loop	Ch. 13 Ch. 15	MC ch 13 & 15, U & S; IRB certificates
April 24	Making Assessment Work Presentations		Project
May 1	Presentations		Project

Assignments:

All assignments should be prepared following APA format and reflect proper grammar, punctuation, and spelling expected of graduate work. Assignments should be turned in by the due date. Any exceptions must be approved ahead of time. Late assignments will not be accepted.

Major concepts (MC): Each student will develop one major concept based on the assigned chapters from Upcraft and Schuh and any articles assigned. A major concept is one sentence that provides important guidance to student affairs practitioners related to assessment.

Article critiques: Students will select empirically based refereed journal articles to analyze. (See instructions.)

National Assessment Critique: Students will prepare and present information on selected national survey instruments. (See instructions.)

Assessment project: Students will choose from self-selected Division of Student Affairs assessment project. (See instructions.)

Assessment component of Advising Adult Students project (EHRD 636): Students will be able to discuss the assessment component of the project in this class to assist with EHRD 636 project

Take home quiz: Students will be given an opportunity to review assessment and research concepts and will be able to use outside sources to answer the questions.

Class Participation: Participation includes attendance, punctuality, and balanced involvement in class discussions.

Grading:

Activity:	Points
Major concepts (MC)	100
Quantitative article critique	125
Qualitative article critique	125
National assessment critique	125
Assessment experience/project	250
CAS interview presentation	75
Take home quiz	100
Class participation	<u>100</u>
Total points	1000

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=59% and below

Important Information:**Americans with Disabilities Act (ADA) Policy Statement**

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. If you believe you have a disability requiring an accommodation, please contact the Department Disability Services in Room B118 of the Cain Hall. The phone number is 845-1637. Due to emergency evacuation requirements within the department, if you feel accommodations will be needed, the department requires you to fill out a disability information form and provide a class schedule for the current semester. This form will be supplied to the instructor and placed in the students file for easy accessibility in case an emergency should arise. The forms are available in the main office, 511 Harrington Tower.

Faculty Senate Statement on Plagiarism and Aggie Code of Honor

Scholastic misconduct is defined broadly as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work.” The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

**“An Aggie does not lie, cheat, or steal
nor tolerate those who do.”**

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, Part 1, Section 20 which can be found on line at <http://student-rules.tamu.edu>. Any suspected instances of scholastic dishonesty will be investigated and

resolved according to the procedures outlined in the new Aggie Honor System (<http://www.tamu.edu/aggiehonor/>).

Sexual Harassment

Texas A&M University is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Students should contact the Office of the Dean of Student Life at 845-3113, or visit student rules at <http://rules.tamu.edu/rules/300/340199ml.htm> for more detail information to file a sexual harassment complaint. You may also contact the College of Education and Human Development at 979-845-5311.