

EDAD 671—Research in Student Affairs
Spring 2006
Thursday 1-4 p.m., **TBA**

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Office Hours: By appointment (generally good times are Monday mornings, Tuesday mornings, and Thursday mornings)

Course Material for EDAD 658 and EDAD 671:

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

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

Other readings may be assigned.

Course Description (from the Texas A&M University Catalog):

To be the capstone of two years of study and practice in the area of student affairs administration; to integrate the courses already taken and emphasize the role of research and evaluation in professional practice; to explore research methods, exemplary research published in journals and books.

Student Learning Outcomes for EDAD 658 and EDAD 671:

Following the completion of the courses, students will be able to:

- Distinguish between assessment and research
- Compare and contrast data collection methodologies
- Critique empirically based, refereed journal articles
- Develop simple assessment instruments
- Write program and student learning outcomes
- Assess functional areas using professional standards
- Complete an Institutional Review Board application
- Complete a comprehensive research project

Important Information:

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 Services for Students with Disabilities, B116 Cain Hall, 845-1637.

The Texas A&M Honor Code will govern all academic activities in this course: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept the responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/. On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

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.
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. If I find more than five grammatical, APA, or typographical errors, you will receive half credit. You will have two weeks to resubmit it for a better grade. Late work will not be accepted.

Assignments:

All assignments should be prepared following APA format and reflect proper grammar, structure, 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 reading from Upcraft and Schuh. See the course schedule for due dates. A major concept is one sentence that synthesizes important information for student affairs practitioners related to assessment.

Article critiques: Students will select two empirically based, refereed journal articles to analyze. The first one will address qualitative research methodology, and the second one can be either qualitative or quantitative. See instructions for guidance.

Assessment project and presentation: Students will continue with the project started last semester. This semester will focus on data collection, data analysis, results, and conclusions. The presentations should be prepared as if presenting at a national student affairs conference. The final paper will include all aspects from this semester and last. See the project outline for content and due dates.

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

Course Schedule:

Date	Topic	Reading Due	Assignment Due
January 19	Course introduction, review		
January 26	Culture Assessment	U-Ch. 9, Campus Climate Short Report	MC
February 2	Benchmarking	U-Ch. 11	MC
February 9	Professional Standards	U-Ch. 12	MC, CAS Stds.: Student Affairs Preparation Progs.
February 16	Student Research Day—No class		--
February 23	Analyzing Survey Data	S-Ch. 6	Qualitative Article Critique
March 2	SAAHE interviewing conference— No class		--
March 9	National Assessment Instruments		--
March 16	Spring Break—No class		--
March 23	Student Learning and Program Outcomes	U-Ch. 10	MC, Article Critique
March 30	Assessment Plans, Making Assessment Work	U-Ch 15	MC
April 6	Reporting and Using Survey Results	U-Ch. 13, S- Ch. 7, S- Postscript	MC
April 13	SAAHE comps—No class		--
April 20	Presentations		--
April 27	Presentations		Project paper

Grading:

Activity:	Points
Qualitative journal article critique	200
Article critique of your choice	200
Assessment project	240
Project Presentation	200
Major Concepts	60
Class participation	<u>100</u>
Total points	1000

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=59% and below