

Fall 2016

Introduction to Research and Assessment

15:245:603 (sections 1 and 2)

3.0 credits

Section 1: Mondays, 9am-11:40am, Hardenbergh (CAC)

Section 2: Tuesdays 1:10m-4pm Murray (CAC)

Instructor Name: Florence Hamrick	Email address: florence.hamrick@rutgers.edu
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Office Hours: by appointment	Prerequisites or other limitations: enrollment limited to CSA Ed.M. students
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

Learning goals:

Relevant Learning Outcomes (ACPA/NASPA Professional Competencies-basic levels - to be revised in accordance with updates):

1. Advising and Helping: → Facilitate reflection to make meaning from experience → Facilitate problem-solving → Challenge and encourage students and colleagues effectively
2. Assessment, Evaluation, and Research (AER): → Differentiate among assessment, program review, evaluation, planning, and research and the methodologies appropriate to each → Effectively articulate, interpret, and use results of AER reports and studies, including professional literature → Facilitate appropriate data collection for system/department-wide assessment and evaluation efforts using up-to-date technology and methods → Assess trustworthiness and other aspects of quality in qualitative studies and assess the transferability of these findings to current work settings → Assess quantitative designs and analysis techniques, including factors that might lead to measurement problems, such as those relating to sampling, validity, and reliability → Explain the necessity to follow institutional and divisional procedures and policies (e.g., IRB approval, informed consent) with regard to ethical assessment, evaluation, and other research activities → Explain to students and colleagues the relationship of AER processes to learning outcomes and goals → Identify the political and educational sensitivity of raw and partially processed data and AER results, handling them with appropriate confidentiality and deference to the organizational hierarchy → Align program and learning outcomes with organizational goals and values
3. Equity, Diversity, and Inclusion (EDI): → Assess and address one's own awareness of EDI, and articulate one's own differences and similarities with others → Design culturally

relevant and inclusive programs, services, policies, and practices. 2.2 – Demonstrate fair treatment to all individuals and change aspects of the environment that do not promote fair treatment.

4. Ethical Professional Practice: – Articulate one’s personal code of ethics for student affairs practice, which reflects the ethical statements of professional student affairs associations and their foundational ethical principles – Explain how one’s behavior embodies the ethical statements of the profession, particularly in relationships with students and colleagues, in the use of technology and sustainable practices, in professional settings and meetings, in global relationships, and while participating in job search processes – Identify ethical issues in the course of one’s job – Demonstrate an ethical commitment to just and sustainable practices

5. History, Philosophy, and Values – Demonstrate responsible campus citizenship – Articulate the principles of professional practice – Articulate the history of inclusion and exclusion of people with a variety of identities in higher education – Explain the public role and societal benefits of student affairs and of higher education generally – Articulate an understanding of the ongoing nature of history and one’s role in shaping it – Explain how the values of the profession contribute to sustainable practice

6. Human and Organizational Resources: – Demonstrate effective stewardship and use of resources (i.e., financial, human, material) – Communicate with others using effective verbal and nonverbal strategies appropriate to the situation in both one-on-one and small group settings – Recognize how networks in organizations play a role in how work gets done

7. Law, Policy, and Governance: – Explain when to consult with one’s immediate supervisor and campus legal counsel about those matters that may have legal ramifications – Identify the major policy makers who influence one’s professional practice at the institutional, local, state/province, and federal levels of government

8. Leadership: – Identify basic fundamentals of teamwork and teambuilding in one’s work setting and communities of practice – Think critically and creatively, and imagine possibilities for solutions that do not currently exist or are not apparent – Articulate the logic used in making decisions to all interested parties – Exhibit informed confidence in the capacity of ordinary people to pull together and take practical action to transform their communities and world – Identify and introduce conversations on potential issues and developing trends into appropriate venues such as staff meetings

9. Personal Foundations: – Articulate meaningful goals for one’s work – Recognize the importance of reflection in personal and professional development

10. Student Learning and Development: – Assess teaching, learning, and training and incorporate the results into practice

Course catalog description:

Students will learn to read, interpret, and critique research and to design appropriate assessments in student affairs and higher education. They will learn different approaches to individual and organizational assessment, including choice of appropriate research designs and methods.

Class materials/ Textbooks:

Required:

Jones, S. R., Torres, V., & Arminio, J (2013). *Negotiating the complexities of qualitative research in higher education* (2nd ed.). New York, NY: Routledge.

Punch, K. F., & Oancea, A. (2014). *Introduction to research methods in education* (2nd ed.). Thousand Oaks, CA: Sage.

Schuh, J. H., Biddix, J. P., Dean, L. A., & Kinzie, J. (2016). *Assessment in student affairs* (2nd ed.). San Francisco, CA: Wiley.

Additional required readings are on the course Sakai site.

Recommended:

APA Style Manual, most recent edition.

Other description of course purposes, context, methods, etc:

This course will provide overviews of quantitative and qualitative research methodologies and methods in higher education as well as an overview of basic designs and techniques related to assessment and evaluation in student affairs. This course is designed to build basic competencies in evaluating completed studies and designing small-scale research studies and assessment projects.

Grading policy: Consistent with Rutgers University grading policies

Assignments¹:

Journal Article Reviews (2)

Study Proposals with Pilot Data and Class Presentations (2)

Program Assessment Proposal (1)

Research Reflection Papers (3)

Optional Pop Quizzes

Complete Rutgers IRB training

Web site: (If any) Course Sakai site.

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity

¹ Including exams, papers etc.

(see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI_Policy_2013.pdf

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Schedule

Week	Assignments & Readings
1	Course Introductions
2	Punch & Oancea, Chs 1-4
3	Punch & Oancea, Chs. 5-7
4	Punch & Oancea, Chs 11-12
5	Punch & Oancea, Chs. 13-14. Journal Article Review #1 due.
6	Presentations; Study Proposal #1 due. Research Reflection paper #1 due.
7	Jones et al., Chs. 1-3
8	Jones et al., Chs. 4-5
9	Jones et al., Chs 6-7
10	Jones et al., Chs 8-9 Journal Article Review #2 due.
11	Presentations; Study Proposal #2 due. Research Reflection paper #2 due.
12	Schuh et al., Chs. 1-5
13	Schuh et al., Chs 6-10
14	Schuh et al., Chs, 11-15
Exam week	Assessment Plan due. Research Reflection paper #3 due.