INTRODUCTION TO ASSESSSMENT, EVALUATION, AND RESEARCH
15:245:603:01
Fall 2021
Tuesday, 5:00-8:00pm

Professor: Dayna S. Weintraub, PhD
E-mail: dayna.weintraub@rutgers.edu
E-mail is the preferred way to contact me. We will use e-mail to schedule a meeting. Meetings will either take place in person or virtually (e.g., Teams, Zoom).
Telephone: (848) 932-8196
An alternative to e-mail communication is to reach me via Microsoft Teams. From connect.rutgers.edu, students have access to Microsoft Teams. Open a new chat and type my first/last name to reach me.
Office: College Avenue Student Center, Suite 454
Assessment Coaching Sessions (Office Hours): Assessment coaching sessions will take place after class on Tuesday nights at after class, Friday mornings from 9:30-10:30am, or by appointment. To schedule an appointment, please send me an email or connect with me in class. You can access Friday's virtual office hours using *Zoom* or *Teams*. See below for more information.

Zoom: Please join Dayna Weintraub's Personal Meeting Room
https://rutgers.zoom.us/j/5717947175?pwd=VWZvOTR0dnVvMnp4STdCZHFaWTFvQT09
Meeting ID: 571 794 7175
Password: 471715
You will be entered into a waiting room in the event that I am currently meeting with another student.

Teams: Teams provides a dynamic functionality, in that we can establish a chat thread that will remain active, and can be used as text, call, or video. This method provides us with a good running record of our interactions that may have mutual benefits for both of us. We can also schedule a Teams meeting appointment in advance and then that generates the chat channel for future communication. There is a lot of flexibility to begin with a chat and transition into a video meeting, or vice versa. If I am in conversation with another student, my status will show as busy. Please leave me a message and I will respond to you quickly.

Maintaining a Healthy & Safe Learning Environment

I am looking forward to a rewarding instructional experience for both for myself and you. In order to provide everyone with a safe learning environment, I ask that you abide by the following rules for attending my class. First, I would like you to know that I am vaccinated. Please follow all Rutgers Community Safety Practices https://coronavirus.rutgers.edu/health-and-safety/community-safety-practices/.

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- When you come to campus to attend class, be sure to renew your Campus Pass on MyRutgers.
- If you feel unwell, DO NOT attend class. Let me know and I will work with you to make up work.
- I will be wearing a mask while I am lecturing. Every student in this class will also be expected to wear an appropriate mask (exhaust valves not permitted), properly cared for, and worn, covering both the mouth and nose, as detailed in the Rutgers Community Safety Practices. Please come to class prepared. If you forget, a disposable mask will be provided. I will not begin each class session until everyone is wearing a mask.
- Please let me know if you cannot clearly hear what I am saying. Speaking through a mask is challenging. If you let me know I can modify my mask and speech to be more clear.
- Maintain distance from classmates. Spread out into available seats. Try not to site in a desk next to another student. Do not gather in groups before and after class. Do not rush the doors when departing class, rather, exit the classroom in an orderly manner, waiting for your turn to reach the doors.
- Please wash your hands or sanitize them before coming to class and after departing.

Course Description and Objectives

Course description
How do Student Affairs practitioners study and understand the impact of college on students? How can college impact research be used to improve student affairs practice? This course introduces graduate students to the world of *college impact* research by providing an overview of quantitative and qualitative research methodologies in higher education as well as basic designs and techniques related to assessment and evaluation in student affairs. This course is designed to build competencies in research and designing small-scale assessment projects.

By the completion of this course, successful graduate students will:
- Gain an introduction to the world of research from the perspective of student affairs
- Learn about major models of college impact and how they are applicable to student affairs practice
- Develop skills in locating research relevant to student affairs and interpreting its utility in practice
- Be introduced to quantitative and qualitative methods used in the study of college students and understand its applicability to practice
- Learn to be critical consumers of research studies relevant to student affairs

Learning outcomes
(Professional Competency Areas for Student Affairs Educators, 2015, foundational outcomes)
Personal and Ethical Foundations:
– Identify ethical issues in the course of one's job.
– Recognize the importance of reflection in personal, professional, and ethical development.
Assessment, Evaluation, and Research:
– Differentiate among assessment, program review, evaluation, planning, and research as well as the methods appropriate to each.

- Select AER methods, methodologies, designs, and tools that fit with research and evaluation questions and with assessment and review purposes.
- Effectively articulate, interpret, and apply results of AER reports and studies, including professional literature.
- Assess the legitimacy, trustworthiness, and/or validity of studies of various methods and methodological designs (e.g., qualitative vs. quantitative, theoretical perspective, epistemological approach).
- Consider rudimentary strengths and limitations of various AER approaches in the application of findings to practice in diverse institutional settings with diverse student populations.
- 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.
- Ensure all communications of AER results are accurate, responsible, and effective.
- Identify the political and educational sensitivity of raw and partially processed data and AER results, handling them with appropriate confidentiality and deference to organizational hierarchies.
- Design program and learning outcomes that are appropriately clear, specific, and measurable, that are informed by theoretical frameworks and that align with organizational outcomes, goals, and values.
- Explain to students and colleagues the relationship of AER processes to learning outcomes and goals.

Organizational and Human Resources:
- Demonstrate effective stewardship/use of resources (i.e., financial human, material).
- Communicate with others using effective verbal and non-verbal strategies appropriate to the situation in ways that the person(s) with whom you are engaged prefers.

Leadership:
- Build mutually supportive relationships with colleagues and students across similarities with differences.
- Think critically, creatively, and imagine possibilities for solutions that do not currently exist or are not apparent.
- Identify and consult with key stakeholders and individuals with differing perspectives to make informed decisions.

Social Justice and Inclusion:
- Engage in critical reflection in order to identify one's own prejudices and biases.
- Integrate knowledge of social justice, inclusion, oppression, privilege, and power into one's practice.

Student Learning and Development:
- Identify the strengths and limitations in applying existing theories and models to varying student demographic groups.
- Assess teaching, learning, and training and incorporate the results into practice.
- Assess learning outcomes from programs and services and use theory to inform practice.

Technology:
- Model and promote the legal, ethical, and transparent collection, use, and securing of electronic data.

Advising and Support:
- Establish rapport with students, groups, colleagues, and others that acknowledges differences in lived experiences.
- Facilitate reflection to make meaning from experiences with students, groups, colleagues, and others.
- Appropriately challenge and support students and colleagues.
- Know and use referral sources (e.g., other offices, outside agencies, knowledge sources) and exhibit referral skills in seeking expert assistance.

Student learning
Students will integrate textbook material, supplemental readings, lectures, discussions, learning activities, group work, class presentations, assignments, and original research and assessment proposals to demonstrate their learning.

Course Structure:

All students are expected to engage in class activities from 5-8pm on Tuesdays throughout the duration of the semester. The class will consist of a combination of in-person, synchronous and asynchronous instruction. We will take a break each week to allow time for eating and getting fresh air. The length of the break will range from 15-30 minutes.

Throughout the semester, guests will join us virtually. Our guest speakers are professionals in Student Affairs with significant and interesting research and assessment backgrounds. Conversations with the guest speakers are excellent professional networking opportunities. I expect that you prepare questions in advance and be prepared to engage our speakers in a lively discussion.

Course Requirements

Required Textbooks and Readings – Links to access a free copy of the book via the Rutgers Library are listed below.

Astin, A. W. antonio, al (2012). *Assessment for excellence: The philosophy and practice of assessment and evaluation in higher education*. Lanham, MD: Rowman and Littlefield Publisher, Inc.
https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-ebooks/detail.action?docID=979609&query=Astin%2C+Alexander

Biddix, J. P. (2018). *Research methods and applications for student affairs*. San Francisco, CA: John Wiley & Sons.
https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-ebooks/detail.action?docID=5314486&query=Research+methods+and+applications+for+student+affairs

Henning, G. W., & Roberts, D. (2016). *Student affairs assessment: Theory to practice*. Sterling, VA: Stylus Publishing, LLC.
https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-ebooks/detail.action?docID=4438665&query=Henning%2C+Gavin

Jones, S. R., Torres, V., & Arminio, J. (2013). *Negotiating the complexities of qualitative research in higher education: Fundamental elements and issues* (2nd ed.). New York, NY: Routledge.
https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-ebooks/detail.action?docID=1323296&query=Negotiating+Complexities+of+Qualitative+Research+in+Higher+Education

Kuh, G. D., Ikenberry, S. O., Jankowski, N. A., Cain, T. R., Ewell, P. T., Hutchings, P., & Kinzie, J. (2015). *Using evidence of student learning to improve higher education*. San Francisco, CA: John Wiley & Sons.
https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-ebooks/detail.action?docID=1882234&query=Using+evidence+of+student+learning+to+improve+higher+education

Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. San Francisco, CA: John Wiley & Sons.
https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-ebooks/detail.action?docID=2089475&query=Qualitative+REsearch+A+guide+to+design

Rios-Aguilar, C. (2014). The changing context of critical quantitative inquiry. *New directions for institutional research*, *2013*(158), 95-107.
https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-ebooks/reader.action?docID=1890996&ppg=103

Additional required and supplemental readings – Copies of the below articles are located on Canvas.

Carales, V. D., & Nora, A. (2020). Finding place: Cognitive and psychosocial factors impacting Latina/o students' sense of belonging. *Journal of Student Affairs Research and Practice*, 1-16.

Jankowski, N. A. (2020, August). Assessment during a crisis: Responding to a global pandemic. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment.

Jankowski, N. A., & Gianina R. Baker. (2020, June). Mapping and assessing student learning in student affairs (Occasional Paper No. 45). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment.

Montenegro, E., & Jankowski, N. A. (2020, January). A new decade for assessment: Embedding equity into assessment praxis (Occasional Paper No. 42). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

Montenegro, E., & Jankowski, N. A. (2017, January). Equity and assessment: Moving towards culturally responsive assessment. (Occasional Paper No. 29). Urbana, IL: University of

Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

Okello, W. K., Quaye, S. J., Allen, C., Carter, K. D., & Karikari, S. N. (2020). "We Wear the Mask": Self-Definition as an Approach to Healing From Racial Battle Fatigue. *Journal of College Student Development*, *61*(4), 422-438.

Tachine, A. R., Bird, E. Y., & Cabrera, N. L. (2016). Sharing circles: An Indigenous methodological approach for researching with groups of Indigenous peoples. *International Review of Qualitative Research*, *9*(3), 277-295.

Supplemental information for College. Impact Models available on Canvas in "College Impact Models" folder.

Nora, Barlow, and Crisp's Student/Institution Engagement Model of Persistence is found in:

Nora, A. & Crisp, G. (2012). Student persistence and degree attainment beyond the first year in college: Existing Knowledge and Directions for Future Research. In A. Seidman (Ed.), *College student retention: Formula for student success* (pp. 204–257). Lanham, MD: Rowman & Littlefield Publishers. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/rutgers-ebooks/detail.action?docID=864776.

Pascarella's General Model for Assessing Change is found in:

Pascarella, E. T. (1985). College environmental influences on learning and cognitive development: A critical review and synthesis. In J. C. Smart (Ed.), *Higher education: Handbook of theory and research, Vol. 1 (pp. 1-61).* New York: Agathon Press.

Perna & Thomas's Conceptual Model of Student Success

Perna, L. W., & Thomas, S. L. (2006, July). A framework for reducing the college success gap and promoting success for all. In *National Symposium on Postsecondary Student Success*.

Tinto's Theory of Student Departure is found in:

Tinto, V. (1993). A theory of individual departure from institutions of higher education. Chapter 4 in *Leaving college: Rethinking the causes and cures of student attrition*. Chicago: University of Chicago Press.

Weidman's Model of Undergraduate Socialization is found in:

Weidman, J. C. (1999). Undergraduate socialization: A conceptual approach. In J. L. Bess & D. S. Webster (Eds.) *Foundations of American Higher Education (2nd ed., pp. 114-135).* Boston: Pearson Custom Publishing.

Strongly Recommended Texts

Publication manual of the American Psychological Association (7th ed.). (2019).

Washington, DC: American Psychological Association.

Student Assignments

Class Engagement
The more a student engages with the course material and is actively present in class, the more likely he/she/they will master the objectives of this course. Class engagement involves completing course readings and asynchronous learning exercises in advance of class, reflecting on the meaning of concepts and coming prepared with questions, examples, and discussion topics to present during the synchronous learning sessions.

Asynchronous tutorials: To supplement instruction, a voice-recorded PowerPoint presentation will post on Tuesday afternoons prior to class. Either students will engage with the presentation materials independently during the asynchronous part of our class session on Tuesday evenings or at an alternate time at the discretion of the student. The tutorials will be the foundation for content and discussion covered in the following week's synchronous session. To engage productively in the synchronous session, it is imperative that each student spend sufficient and quality time with the material covered in the tutorial. Each tutorial will conclude with an exercise that will be completed on Tuesday nights in small groups. Assessment coaching sessions, office hours, or individual appointments with the instructor are available to students who could use additional support understanding the material. The synchronous sessions are an opportunity to pose questions about the material and apply the material to student affairs practice. All exercises assigned in the weekly tutorials should be uploaded to Canvas. Please refer to the course calendar and tutorial for greater specificity on deadlines.

Rutgers IRB (CITI) Training
Each student must pass the required modules of the CITI (Collaborative Institutional Training Initiative) "Social/Behavioral/Epidemiologic Research Investigators" course (https://orra.rutgers.edu/citi). Successful completion of this course results in Rutgers University IRB certification. A copy of the certification should be uploaded to Canvas on September 28.

Department Assessment Project (DAP)
Teams of four students will select a department in the Division of Student Affairs at Rutgers University-New Brunswick from the list below and develop a relationship with for the duration of the semester. Each group will be connected with an assessment coach, which are staff member(s) from the department. Assessment teams will support the department in designing and implementing a formal assessment of a program, service, or intervention. The semester long project will culminate in writing a maximum 20-page (all-inclusive) paper that addresses in some detail each step of the assessment process (reference Schuh et al.'s steps 1-9 found on pages 37-44). Team members must create a time frame for conducting the proposed assessment and address at least three of the nine Principles of Good Practice in Assessment (Schuh et al., pages 29-34). In addition, team members will prepare a 15-minute presentation for the class and guests on Tuesday, December 7. Upload a digital copy of the presentation (.ppt or .pptx format) and paper (.doc format) to Canvas by December 14. When it comes to questions about the assignment and deadline, please consult with Dr. Dayna Weintraub.

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The DAP is a cumulative project consisting of five mini-papers that will culminate in your final paper. While these papers are not graded (marked Complete/Incomplete), by submitting the papers on the recommended due dates, you will receive instructor feedback in a timely manner helping you to advance your project and ensure you are progressing at a great pace setting you up for a successful completion of your final project.

1) Problem Statement: In this paper, teams will introduce the assessment and discuss its practical significance. Use the introduction section of a journal article as a model for this paper. In the conclusion of this paper, you will identify your data source and the broader purpose/research questions that your study seeks to answer.
Recommended due date – September 28

2) Literature Review: This paper will review existing literature to make clear how previous work informs your research and how you expect to build on this existing body of scholarship. Please include relevant theory that guides your empirical investigation, clearly explicate all theoretical constructs and the relationships among these constructs, and derive hypotheses that are logically consistent with this framework.
Recommended due date – October 5

3) Theoretical/Conceptual Framework - College Impact Model: Select a college impact model to frame or guide your assessment project. Describe the major elements of the model including its strengths and weaknesses, how the model measures the impact of college, and the utility of the model in studying the college student populations served by your department. Propose how you will apply the model to your assessment project. Readings describing the college impact models can be found in Canvas, and these are the more common Input-Environment-Outcome (I-E-O) models.
   - Nora, Barlow, and Crisp's Student/Institution Engagement Model of Persistence
   - Pascarella's General Model for Assessing Change
   - Perna and Thomas's Framework for Reducing College Success Gap
   - Tinto's Theory of Student Departure
   - Weidman's Model of Undergraduate Socialization
Recommended due date – October 12

4) Research Design and Methods: This paper will describe the research design, sampling and survey instrument, variables and measures, and outline the data analysis plan that you will use to answer the research questions.
Recommended due date – October 19

5) Results + Discussion: In this paper, you will describe the results by answering the proposed research and assessment questions. Next, you will explain the results in context (i.e., aligning results with literature and offer interpretations that relate to practice). Finally, you will offer recommendations for practice and suggestions for future research.
Recommended due date – November 23

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Grading

Description of Assignment	Point Value	% of Final Grade	Date Due
Class engagement + Weekly exercises	15	10%	Students can receive up to 3 points/week.
CITI IRB Certification	Complete/Inc	5%	September 28
Problem Statement	Complete/Inc	1%	September 28
Literature Review	Complete/Inc	1%	October 5
College Impact Model	Complete/Inc	1%	October 12
Research Design + Methods	Complete/Inc	1%	October 19
Results + Discussion	Complete/Inc	1%	November 23
Assessment Project Peer Review	Complete/Inc	5%	November 30
Assessment Project Presentation	10	75%	December 7
Assessment Project Final Paper	90		December 14

Unless prior arrangements have been approved by the instructor, assignments submitted after the posted due date are not eligible to earn full points.

Grading Scale: To determine final course grade, the total points will be calculated: A= 89.5% - 100%, B+= 84.5-89.49%, B= 79.5-84.49%, C+= 74.5-79.49%, C= 69.5-74.49%. A grade of F (numerical value= 69.49%-0) will be earned for any course assignment still outstanding at the beginning of the final class meeting. Applicable point penalties will be factored into the evaluation of assignments that are submitted after the stipulated deadline.

Explanation of Letter Grades:
- A Outstanding achievement. Unusually profound command of the course content; exceptionally high level of scholarship and excellence.
- B+ Very good achievement. Thorough command of course material.
- B Good achievement. Solid, acceptable performance.
- C+ Not entirely satisfactory achievement. Marginal performance on some aspects of the course.
- C Marginal achievement. Minimally acceptable performance on course assignments
- F Unsatisfactory achievement. Inadequate knowledge of course content.

All papers must follow the *American Psychological Association Publication Manual (7th edition)*. Please refer to www.apastyle.org for more information. They should be double-spaced with one-inch margins. ***Papers must be submitted on the due date. Students who submit late assignments will receive a five-point deduction per occurrence.***

Note 1: **This is a core course for the Ed.M. in College Student Affairs, and requires a B or better**. Earning below a B will result in being placed on Academic Probation.
Note 2: **An INC must be negotiated prior to the end of the semester**, and will not be granted without agreement between instructor and student prior to the end of class. An INC may only be considered if you have attended the minimum number of classes and have completed a substantial portion of the course during the semester. In addition, earning an INC will result in being placed on Academic Probation.

Note 3: If you have grievances with your final grade you are welcome to a due process. First, you will need to contact me to ask about your grade and I will provide your scores and details. If you are not satisfied with my response, you will need to contact the Chair of the Educational Psychology Department Dr. Saundra Tomlinson-Clarke at Saundra.tomlinson-clarke@gse.rutgers.edu ***and not*** the program coordinator with your grievance and will be advised from there.

Course Calendar, Assigned Readings, and Assignment Deadlines

Week	Topic and Readings
September 7	Class Format – Asynchronous Please access all course materials under Week 1 folder in Canvas. Files (instructure.com) *To be completed by next class:* Introductions: Please view the Introduction ppt and upload your ppt to the Discussion board thread. Complete this form- Instructions included: http://baseline.campuslabs.com/rb/map Review of the syllabus and course expectations - (video recording) Tutorial 1: Welcome to your 16-week marathon training plan Explanation of Department Assessment Project (DAP) – See ppt Choosing your Race: Complete the DAP preference sheet http://baseline.campuslabs.com/rb/dap *Readings for next class:* Henning & Roberts (2016)- Chapters 1, 3-5
September 14	Class Format – In person Defining Terms: Assessment, Evaluation, and Research Understanding the Assessment Process *To be completed by next class:* Tutorial 2: Why race? Setting race goals for a PR and Injury-free *Readings for next class:* Astin & antonio (2012)- Chapters 1-2 Henning & Roberts (2016)- Chapter 6, 17
September 21	Class Format – In person Why We Assess: Talent Development and Improvement *To be completed by next class:* Tutorial 3: Race etiquette *Readings for next class:* Biddix (2018)- Chapter 4 Henning & Roberts (2016)- Chapter 15

	Merriam & Tisdell (2015)- Chapter 9
September 28	Class Format – In person Ethical Rigor and Standards *To be completed by next class:* Tutorial 4: Where's the starting line? *Readings for next class:* Astin & antonio (2012)- Chapter 10 Montenegro, E., & Jankowski, N. A. (2020, January). Montenegro, E., & Jankowski, N. A. (2017, January). Tachine, A. R., Bird, E. Y., & Cabrera, N. L. (2016).
October 5	Class Format – In person Equity and Assessment *To be completed by next class:* Tutorial 5: Components of a training plan *Readings for next class:* Astin & antonio (2012)- Chapters 3-5
October 12	Class Format – In person College Impact Models- Inputs, Environments, and Outcomes *To be completed by next class:* Tutorial 6: Putting the pieces together *Readings for next class:* Astin & antonio (2012)- Chapter 9 Jankowski, N. A., & Gianina R. Baker. (2020, June). Kuh et al. (2015)- Chapter 9
October 19	Class Format – In person Moving from Satisfaction to Student Learning *To be completed by next class:* Tutorial 7: Strength Training *Readings for next class:* Astin & antonio (2012)- Chapters 6-8 Biddix (2018)- Chapter 9 Henning & Roberts (2016)- Chapter 7
October 26	Class Format – In person Introduction to Quantitative Research *To be completed by next class:* Tutorial 8: Calculating your pace

	Readings for next class: Carales & Nora, 2020 Henning & Roberts (2016)- Chapter 9 Rios-Aguilar (2014)
November 2	Class Format – Synchronous Quantitative Journal Article Review and Critique of Carales & Nora, 2020 *To be completed by next class:* Tutorial 9: Running- Rain or Shine! *Readings for next class:* Astin & antonio (2012)- Chapter 11 Henning & Roberts (2016)- Chapter 16 Kuh et al. (2015)- Chapter 8
November 9	Class Format – In person Lego Fun: Quantitative Research- Data Collection and Analysis *To be completed by next class:* Tutorial 10: Wholesome Nutrition *Readings for next class:* Biddix (2018)- Chapters 5 Henning & Roberts (2016)- Chapter 2 Jones, Torres, & Arminio, J. (2013)- Chapter 1 Merriam & Tisdell (2015)- Chapter 2
November 16	Class Format – Asynchronous Introduction to Qualitative Research *To be completed by next class:* Tutorial 11: Doing Laundry *Readings for next class:* Henning & Roberts (2016)- Chapter 10 Merriam & Tisdell (2015)- Chapter 8 Okello, Quaye, Allen, Carter, & Karikari, 2020
November 23	Class Format – Asynchronous Qualitative Research: Data Collection and Analysis Qualitative Journal Article Review and Critique of Okello, Quaye, Allen, Carter, & Karikari, 2020 *To be completed by next class:* Tutorial 12: Will Run for Coffee Tutorial 13: Motivators *Readings for next class:*

	Henning & Roberts (2016)- Chapters 13-14, 18-19 Astin & antonio (2012)- Chapter 12
November 30	Class Format – Asynchronous Communicating Results through a Diversity, Equity, and Inclusion Lens Important Considerations and Future Directions of Assessment
December 7	Class Format – Hybrid DAP Presentations
December 14	Class Format – Synchronous on Zoom (optional) Group writing/editing session Submit your DAP on Canvas.

Schedule of Guest Speakers

Date	Speaker Name/Title
September 28	Sophie Tullier Assistant Director of Assessment and Research, Stamp Student Union University of Maryland, College Park
October 5	Dr. Kellie Dixon Director of Student Affairs Assessment and Staff Development North Carolina Agricultural and Technical State University
October 12	Danielle Acheampong Coordinator for Assessment, Research, and Special Projects Student Affairs Informaiton and Research Office (SAIRO) University of California, Los Angeles (UCLA)
October 19	Ana Romero Doctoral Student, Higher Education and Organizational Change (HEOC) Graduate Student Research, Higher Education Research Institute (HERI) University of California, Los Angeles (UCLA)
October 26	Julia Cusano, Doctoral Student School of Social Work Center for Violence Against Women and Children & Jackie Moran, Associate Dean Ethics, Compliance & Advocacy
November 2	Kevin Pitt Assistant Dean of Students

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	University of Maryland, College Park
November 9	Dr. Allison Kanny Director for Student Affairs Administration Southern Methodist University
November 16	Dr. Laura Monje-Paulson Assistant Vice President for Assessment and Strategic Operations Division of Student Affairs Sonoma State University

Class Policies

Learning Accommodations: 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 documentations: 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.

Etiquette in a remote learning environment: In an in-person class setting, I would ask that cell phones and electronic devices be turned off or silenced and put away during class; unless you are anticipating a crucially important phone call or are on Residence Life duty, in which, I'd ask you to communicate with me prior to the beginning of class. Laptops are permitted for note-taking or activities related directly to the class. Texting, listening to music, surfing unrelated to course content, and electronic communications may be conducted only during the mid-class break. However, this semester our class will function remotely; in a manner unique for all of us and not by our choice. Understanding that each of us will live in very different environments and respecting our individual circumstances, I ask that you put your best effort towards complying with the below practices, as outlined in the CSA Virtual Learning Community handout. It is my hope that trust will be established in our course, which will help all students feel comfortable fully engaging and showing up to our Tuesday afternoon meetings; or all students will feel comfortable confiding and discussing their concerns to me as the course instructor.

Audio: Please remember to mute when you are not talking. Using a headset/headphones, if possible, will improve audio quality, and is thoughtful if you have roommates and family around you.

Video: Please use your video as it helps with building community. If you have it shut off, then we understand that it may be due to poor internet connectivity, you are in a space that may be too distracting, or have privacy needs. Remember, you can set up a virtual background to block out your workspace if you wish.

Eating, taking a quick bathroom break, standing up and stretching: Like when we are in a face-to-face class, feel free to take care of yourself as needed, but also try to not be a distraction

to your classmates. If you like, you can shut off your video for a moment and post a "be right back" message.

Attendance: If you must miss class for a legitimate reason (e.g., illness, family emergencies, court appearance, and conference attendance), contact the instructor to discuss the situation well in advance of the class meeting in question. Emergencies notwithstanding, class will start on time. You are expected to be ready to begin class at the start time. Entering the class platform late to class is disruptive and unprofessional. If a prior commitment will affect your ability to participate, notify the instructor prior to the class meeting. Repeated late arrivals will result in lowered participation points.

Late Assignments: If you must submit an assignment late, contact the instructor to discuss the situation prior to the deadline. Documentation of the situation, such as a physician's note, must be provided upon request of the instructor.

Written assignment parameters and expectations: All written work must conform to the guidelines and reference formats specified in the seventh edition of the *Publication Manual of the American Psychological Association*. All work must be word processed, double-spaced, using 12-point font and maximum one inch margins.

Assignments must be submitted electronically via Canvas. The Turnitin filter on Canvas will be enabled for all assignments, and students will have access to the Turnitin report for their assignments. Students may revise and resubmit an assignment in light of the Turnitin report, as long as the final submission is received by the assignment's posted deadline.

Assignments will be graded on the technical quality of the writing as well as accuracy and quality of the content. All written work should be carefully proofread to ensure correct spelling, grammar, and syntax; and clarity of expression. Assignments containing multiple errors will be graded accordingly. At the instructor's discretion, students may be invited to revise and resubmit an assignment for re-grading. If the revised assignment is not received by the stipulated deadline, the initial grade earned on the assignment will stand.

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Sakai, Blackboard, Canvas, Moodle) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Students who do not agree should contact the course instructor immediately.

Class preparation expectations: Students are responsible for completing all required readings and asynchronous tutorials/exercises in advance of the designated class session. Students are also expected to check the course Canvas site at least once weekly to learn of any announcements, postings, or changes. To the extent possible, class discussion and activities will focus on analysis, application, critique, and Q&A on the assigned material.

Class engagement and participation: Students are expected to contribute actively and productively to all discussions and activities. Actively engaging in discussion about ideas and concepts is one means of learning new material as well as considering your opinions and conclusions with regard to new ideas and concepts. Class participation helps you develop oral communication and listening skills and demonstrates your active involvement in the learning process. Participation does not mean "talking a lot" or "saying at least one thing during each class." In fact, talking for talking's sake detracts from your participation and restricts the participation of other classmates. The following are examples of factors considered when evaluating class participation:
* contributing clear examples and insights of concepts being discussed
* building upon the comments of others
* voicing dissent or additional perspectives with civility and respect
* raising pertinent questions
* offering pertinent answers
* being sensitive to your level of participation and making attempts to increase or decrease it if necessary
* listening and responding thoughtfully and appropriately to others' comments
* refraining from (even unintended) disruptive actions and behaviors
* attending all class meetings and being on time

Academic Integrity Policy:
In graduate courses where students utilize and reference the work of others while also developing their own original ideas, conclusions, or contributions; attention to academic integrity is paramount. The full Rutgers University Academic Integrity Policy -- plus a tutorial and lists of non-separable and separable violations -- is found at:
http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/

The Levels and Violations of Sanctions page also notes:
Sanctions for a given violation may be imposed differently on those with more or with less experience as students. Thus violations of academic integrity by graduate students* will normally be penalized more severely than the same violations by inexperienced undergraduate students. In particular, violations that would be considered nonseparable for an undergraduate student may be treated as separable for a graduate student.
Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to http://academicintegrity.rutgers.edu/integrity.shtml for a full explanation of policies.

Valuing Diverse Perspectives (Civility): It is my belief that the different characteristics that make us uniquely ourselves bring substantial value to the classroom and learning experience. Learning research consistently shows that learning is enhanced when diverse views and experiences are present. There will be times in this class when you disagree with each other. I expect that disagreement will be done in such a way as to listen to each other and kindly offer alternative viewpoints. While the way we foster relationships will be unique in this virtual learning community, we will work together as professionals, across our areas of similarity and difference, to practice the kind of engagements you may have in your careers.

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Basic Needs Security: Students need basic security including safe shelter, sleep and nutrition in order to learn effectively. If you have difficulty affording groceries or accessing sufficient food to eat every day or lack a safe and stable place to live, please contact the Office of the Dean of Students, the Rutgers Student Food Pantry run out of Off-Campus Living and Community Partnerships and/or me. We are here to help and together we can work to make sure your needs are met.

> Office of the Dean of Students
> deanofstudents.rutgers.edu
> Preferred method of contact in a remote environment: deanofstudents@echo.rutgers.edu
> 848-92-2300
> 88 College Avenue
>
> Off-Campus Living and Community Partnerships
> Preferred method of contact in a remote environment: ruoffcampus.rutgers.edu
> Students may also leave a voicemail at 848-932-5500.
> To learn the hours of the Rutgers Student Food Pantry and how to schedule an appointment, please visit their website at http://ruoffcampus.rutgers.edu/food/.

Safe learning environment: Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, relationship violence, stalking or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak to someone *confidentially*, you can call VPVA's 24/7 advocate line at 848-932-1181. For more information about your options at Rutgers, please visit endsexualviolence.rutgers.edu.

Syllabus Changes: The instructor reserves the right to alter the syllabus as needed to meet course objectives and will provide as much advance notice as possible. Changes to assignments will only be to the mutual benefit of the student and instructor.

Acknowledgements
This syllabus is modeled after the syllabus from a previous version of this course and UCLA EDUC 412 (Why Research Matters to Student Affairs Practice). Thank you to Professors Florence Hamrick and Linda Sax for help in designing and structuring this class and permission to use readings, assignments, and materials for this class. In order to maintain consistency across the College Student Affairs (CSA) program, grading policies were developed in consultation with my faculty colleagues, Professors Nichole Garcia and Ebelia Hernandez.