

HI ED 820: Studying Students

Course Syllabus

HI ED 820 **Studying Students and Student Affairs Programs** (3): This course examines the characteristics of postsecondary education students, both traditional and non-traditional. It draws upon the voluminous research documenting the changes that take place in various populations of students during college. The course equips institutional researchers and student affairs administrators to engage in research on student growth, campus climate, and evaluation of student services. [The higher education courses on Students (HI ED 556), and Student Affairs Assessment (HI ED 597), also meet this requirement.]

[Required Textbooks](#) | [Technical Requirements](#) | [Course Requirements and Grading Policy](#) | [Course Schedule](#) | [Policies](#)

Required Textbooks

1. Pascarella, E. T., and Terenzini, P. T. (2005). *How college affects students: A third decade of research* (Vol. 2). San Francisco: Jossey-Bass. ISBN 0787910449
2. Schuh, J. H., and Upcraft, M. L. (2001). *Assessment practice in student affairs: An applications manual*. San Francisco: Jossey-Bass. ISBN 078795053X
3. Bresciani, M. J., Zelna, C. L., and Anderson, J. A. (2004). *Assessing student learning and development: A handbook for practitioners*. Washington, D.C.: NASPA. ISBN 0931654327

[return to top of page](#)

Technical Requirements

- [Recommended Browsers and Computers](#)
- [Test Your Computer](#) to see if it is set up correctly
- [Printing Tips](#)

If you need technical assistance at any point during the course, please contact the [World Campus Helpdesk](#).

[return to top of page](#)

Course Requirements and Grading Policy

Your course grade will be based on 120 points. "Sufficient" completion of an assignment is NOT going to receive the top grade. Only those completions that demonstrate a superior effort and quality will receive top marks. Your grades are based on three components, drop box submissions, the course project, and participation.

Drop Box Assignments: There are nine drop box assignments; each of these submissions is worth 5 points, for a total of 45 points. Submitting the assignment and completing all the necessary elements will not necessarily be a "5". I expect substantive thought and critique (notice I did not say length) for these assignments. I DO expect your drop box and project assignments to be well written. I expect no spelling errors and in particular no obvious grammatical errors in your submissions. The best submissions, full of spelling and grammatical errors will receive deductions.

Integrative essays: Four integrative essays due as indicated during the semester, each is 10% of the course grade for a total of 40%.

Course Project : The course project is worth 35 points. The first segment is worth 5 points, the second 10 points, and the third 20. I would advise you to become familiar with the project, so you can prepare your time accordingly.

[return to top of page](#)

Course Schedule

- Course begins May 17, 2010
- Course ends August 11, 2010
- Course length: 13 Modules plus Course Project

Module 1	Welcome to the Course
	<p>Sources for HELP:</p> <ol style="list-style-type: none">1. ANGEL HELP: If you don't understand how to use a feature in ANGEL, use the HELP icon on the left hand side of the page, it looks like a question mark (?).2. WORLD CAMPUS HELP DESK: For technical assistance, please contact the World Campus Help Desk. The World Campus HelpDesk provides technical support resources to ensure that our students have a successful online learning experience. HelpDesk staff is available--by phone, e-mail, or real-time chat--evenings and weekends for the convenience of our busy adult learners: Monday-Friday, 8:00 a.m. to midnight and Saturday-Sunday, 10:00 a.m. to

	7:00 p.m.
Module 2	History and Structure of Student Affairs in the United States
	<p>From Electronic Reserve ("Resources" tab, Library Reserves link):</p> <ul style="list-style-type: none"> • Nine Principles of Good Practice for Assessing Student Learning (AAHE) • Terenzini, P. T. (1993). On the nature of institutional research and the knowledge and skills it requires. <i>Research in Higher Education</i>, 34 (1), 1-10. <p>Required Readings to Download from Wiley Interscience:</p> <ul style="list-style-type: none"> • Hanson, G. R., & Denzine, G. M. (2000). Student affairs research: The work we do. In J. W. Pickering & G. R. Hanson (Eds.), <i>Collaboration Between Student Affairs and Institutional Researchers to Improve Institutional Effectiveness</i> (New Directions for Institutional Research, no. 108), pp. 5-17. (on Wiley Interscience http://www3.interscience.wiley.com.ezaccess.libraries.psu.edu/search/allsearch look under education, higher education, for New Directions in Institutional Research for the correct volume and issue) <p>Reading from ANGEL:</p> <ul style="list-style-type: none"> • Review samples of Student Affairs Organizational Charts from the Folder under the Lessons tab in ANGEL <p>Optional/Quick Readings:</p> <ul style="list-style-type: none"> • Chapters 2-7 of New Directions for Institutional Research, no. 108 (on Wiley Interscience http://www3.interscience.wiley.com.ezaccess.libraries.psu.edu/search/allsearch look under education, higher education, for New Directions in Institutional Research for the correct volume and issue) <p>Optional Supplemental Reading:</p> <ul style="list-style-type: none"> • Komives, S., & Woodard, D. B. (Eds.). (2003). <i>Student services: A handbook for the profession</i> (4th ed.). San Francisco. Jossey-Bass.
Module	Student Demographics

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	<p>Required Readings to Download from MUSE:</p> <ul style="list-style-type: none"> Pascarella, E. T., & Terenzini, P. T. (1998). Studying college students in the 21st century: Meeting new challenges. <i>Review of Higher Education</i>, 21(2), 151-166. (on MUSE http://www.lias.psu.edu/scripts/linklias.exe?where=Go+There&What=MUSE) <p>Readings from the Internet:</p> <ul style="list-style-type: none"> Profile of undergraduates in U.S. Postsecondary Educational Institutions: 1999-2000, pp 1-35 (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002168) Projection of education statistics to 2018 (http://nces.ed.gov/programs/projections/projections2018/)
Module 4	<p>Review of Assessment and How it Works in Student Affairs</p>
	<p>Required Readings from Textbook:</p> <ul style="list-style-type: none"> Schuh, J. H., & Upcraft, M. L. (2001). Assessment practice in student affairs: An applications manual. San Francisco: Jossey-Bass. Chapters 1 and 2 <p>Required Readings to Download from Wiley Interscience (on Wiley Interscience http://www3.interscience.wiley.com.ezaccess.libraries.psu.edu/search/allsearch Enter the publication title "About Campus" and select the correct issue and article):</p> <ul style="list-style-type: none"> Upcraft, M. L., & Schuh, J. H. (2002). Assessment vs research: Why we should care about the difference. <i>About Campus</i>, 7 (1), 16-20. Schuh, J. H., & Upcraft, M. L. (2000). Assessment politics. <i>About Campus</i>, 5 (4), 14-21. <p>From Electronic Reserve ("Resources" tab, Library Reserves link):</p> <ul style="list-style-type: none"> Kuh, G. D., Gonyea, R. M., & Rodriguez, D. P. (2002). The scholarly assessment of student development. In T. W. Banta & Associates (Eds.), <i>Building a scholarship of assessment</i>, San Francisco: Jossey

	<p>Bass, pp. 100-128.</p> <ul style="list-style-type: none"> Review - Nine Principles of Good Practice for Assessing Student Learning (AAHE) <p>Optional Reading from Powerpoint Presentation:</p> <ul style="list-style-type: none"> Assessment in Student Affairs For those who need a refresher or those who have not had an assessment course.
Module 5	Review of Qualitative Research and Assessment of Students
	<p>Required Readings from Textbook:</p> <ul style="list-style-type: none"> Schuh, J. H., & Upcraft, M. L. (2001). Assessment practice in student affairs: An applications manual. San Francisco: Jossey-Bass. Chapter 3 <p>From Electronic Reserve ("Resources" tab, Library Reserves link):</p> <ul style="list-style-type: none"> Stage, F. K. & Associates. (1992). Diverse methods for research and assessment of college students. Alexandria, VA: American College Personnel Association. Chapters 1 and 9. Patton, M. J. (1991). Qualitative research on college students: Philosophical and methodological comparisons with the quantitative approach. <i>Journal of College Student Development</i>, 32, 389-396. Whitt, E. J. (1991). Artful science: A primer on qualitative research methods. <i>Journal of College Student Development</i>, 32, 406-415. <p>Required Readings to Download from Wiley Interscience</p> <ul style="list-style-type: none"> Borland Jr., K. W. (2001). Qualitative and quantitative research: A complementary balance. In R. D. Howard & K. W. Borland Jr. (Eds.). <i>Balancing Qualitative and Quantitative Information for Effective Decisions Support</i> (New Directions for Institutional Research, no. 112) pp. 5-14.
Module 6	Assessment in Student Affairs: Needs, Satisfaction, and Benchmarking
	<p>Required Readings from Textbook:</p> <ul style="list-style-type: none"> Schuh, J. H., & Upcraft, M. L. (2001). <i>Assessment practice in</i>

	<p><i>student affairs: An applications manual</i>. San Francisco: Jossey-Bass. Chapters 9-10</p> <ul style="list-style-type: none"> Bresciani, M. J., Zelna, C. L., & Anderson, J. A. (2004). <i>Assessing student learning and development: A handbook for practitioners</i>. Washington, DC: NASPA. Chapter 7 <p>Required Readings to Download from MUSE:</p> <ul style="list-style-type: none"> Li, Y., McCoy, E., Shelley II, M. C., & Whalen, D. F. (2005). Contributors to student satisfaction with special program (Fresh Start) residence halls. <i>Journal of College Student Development</i>, 46, 176-192. (on MUSE http://www.lias.psu.edu/scripts/linklias.exe?where=Go+There&What=MUSE) <p>Explore websites:</p> <ul style="list-style-type: none"> EBI – www.webebi.com ACT – www.act.org/aap/ ACPA Commission on Assessment – www.myacpa.org/comm/assessment/ If you find or know of other useful websites, please post it for the class in the Module 7 "SA Assessment Websites" Message Board. I would suggest building a database of these Web sites for future reference.
<p>Module 7</p>	<p>Diversity and Student Outcomes</p>
	<p>Required Reading from Textbook:</p> <ul style="list-style-type: none"> Schuh, J. H., & Upcraft, M. L. (2001). <i>Assessment practice in student affairs: An applications manual</i>. San Francisco: Jossey-Bass. Chapter 12 <p>Required Reading from the Library Reserves:</p> <ul style="list-style-type: none"> Whitt, E. J. (1996). Assessing student cultures. In M. L. Upcraft & J. H. Schuh. <i>Assessment in student affairs: A guide for practitioners</i>. San Francisco: Jossey-Bass. pp. 189-216. (Chapter 9) <p>Required Readings to Download from Wiley Interscience</p>

	<ul style="list-style-type: none"> Hurtado, S., Carter, D. F., & Kardia, D. (1998). The climate for diversity: Key issues for institutional self-study. In K. W. Bauer (Ed.), <i>Campus Climate: Understanding the Critical Components of Today's Colleges and Universities</i> (New Directions for Institutional Research, no. 98) pp. 53-63. (on Wiley Interscience) <p>Required Readings to Download from MUSE:</p> <ul style="list-style-type: none"> Brown, R. D., Clarke, B., Gortmaker, V., & Robinson-Kelig, R.. (2004). Assessing the campus climate for gay, lesbian, bisexual, and transgender (GLBT) students using a multiple perspectives approach. <i>Journal of College Student Development</i>, 45, 8-26 (on MUSE http://www.lias.psu.edu/scripts/linklias.exe?where=Go+There&What=MUSE) <p>Readings to Download from PROQUEST:</p> <ul style="list-style-type: none"> Gurin, P., Dey, E. L., Hurtado, S., & Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. <i>Harvard Educational Review</i>, 72, 330-365. (on ProQuest http://www.lias.psu.edu/scripts/linklias.exe?where=Go+There&What=PROQUEST) <p>Readings to Download from JSTOR:</p> <ul style="list-style-type: none"> Smedley, B. D., Myers, H. F., & Harrell, S. P. (1993). Minority-status stresses and the college adjustment of ethnic minority freshmen. <i>The Journal of Higher Education</i>, 64, 434-452. (on JSTOR http://www.lias.psu.edu/scripts/linklias.exe?where=Go+There&What=JSTOR) <p>Quick Read – Reference list of instruments and websites:</p> <ul style="list-style-type: none"> Shenkle, C. W., Snyder, R. S., & Bauer, K. W. (1998). Measures of campus climate. In K. W. Bauer (Ed.), <i>Campus Climate: Understanding the Critical Components of Today's Colleges and Universities</i> (New Directions for Institutional Research, no. 98) pp. 81-99. (on Wiley Interscience)
Module 8	Outcome Assessment in Student Affairs - What is it?
	<p>From Electronic Reserve ("Resources" tab, Library Reserves link):</p> <ul style="list-style-type: none"> Maki, P. L. (2004). Making claims about student learning within

	<p>contexts for learning. In <i>Assessing for learning: Building a sustainable commitment across the institution</i>. Sterling, VA: Stylus Publishing and the American Association for Higher Education, pp. 59-76.</p> <ul style="list-style-type: none"> Banta, T.W., Lund J.P., Black, K.E., & Oblander, F.W. (1996). <i>Assessment in practice: Putting principles to work on college campuses</i>. San Francisco: Jossey-Bass. Chapter 13, introduction, Cases 52-62. Note: this is in the reserved readings under, "Assessing student development and progress." Pike, G. R. (2002). Measurement issues in outcomes assessment. In T. W. Banta & Associates (Eds.), <i>Building a scholarship of assessment</i>. San Francisco: Jossey Bass, pp. 131-147. Banta, T. W. (2002). Characteristics of effective outcomes assessment: Foundations and examples. In T. W. Banta & Associates (Eds.), <i>Building a scholarship of assessment</i>. San Francisco: Jossey Bass, pp. 261-283. <p>Readings to Download from The Cat:</p> <ul style="list-style-type: none"> Maki, P. L. (2004). Maps and inventories: Anchoring efforts to track student learning. <i>About Campus</i>, 9 (4), 2-9. (on Wiley Interscience)
Module 9	Outcomes Assessment - How to...
	<p>Required Reading from the Textbook:</p> <ul style="list-style-type: none"> Bresciani, M. J., Zelna, C. L., & Anderson, J. A. (2004). <i>Assessing student learning and development: A handbook for practitioners</i>. Washington, DC: NASPA. Chapters 2 and 3 Schuh, J. H., & Upcraft, M. L. (2001). <i>Assessment practice in student affairs: An applications manual</i>. San Francisco: Jossey-Bass. Chapter 11
Module 10	College Choice and Student Persistence
	<p>Required Reading from the Textbook:</p> <ul style="list-style-type: none"> Pascarella, E. T., & Terenzini, P. T. (2005). How college affects students: A third decade of research (Vol. 2). San Francisco: Jossey-Bass. Chapter 1, pp. 54-56

	<ul style="list-style-type: none"> Pascarella, E. T., & Terenzini, P. T. (2005). How college affects students: A third decade of research (Vol. 2). San Francisco: Jossey-Bass. Chapter 8 summary (pp. 436-431). If you have time, I encourage you to read chapter 8 in its entirety. <p>Required Readings to Download from MUSE:</p> <ul style="list-style-type: none"> Tinto, V. (1998). Colleges as communities: Taking research on student persistence seriously. The Review of Higher Education, 21, 167-177. (on Muse) <p>Readings to Download from JSTOR:</p> <ul style="list-style-type: none"> Paulsen, M. B., & St. John, E. P. (2002). Social class and college costs: Examining the financial nexus between college choice and persistence. The Journal of Higher Education, 73, 189-236. (on JSTOR) <p>Required Readings to Download from Wiley Interscience:</p> <ul style="list-style-type: none"> Cabrera, A. F., & LaNasa, S. M. (2000). Understanding the college-choice process. In A. F. Cabrera & S. M. LaNasa (Eds.), Understanding the College Choice of Disadvantaged Students (New Directions in Institutional Research, n. 107) (pp. 5-21). San Francisco: Jossey-Bass. (on Wiley Interscience) <p>Suggested Readings from the Textbook:</p> <ul style="list-style-type: none"> Schuh, J. H., & Upcraft, M. L. (2001). Assessment practice in student affairs: An applications manual. San Francisco: Jossey-Bass. Chapters 15, 18, 19, & 22.
Module 11	Psychosocial Development in Student Affairs
	<p>Required Reading from the Textbook:</p> <ul style="list-style-type: none"> Pascarella, E. T., and Terenzini, P. T. (2005). How college affects students: A third decade of research (Vol. 2). San Francisco: Jossey-Bass. Chapters 2 (pp. 17-33), 5, and 6. <p>Required Readings to Download from Wiley Interscience:</p> <ul style="list-style-type: none"> Dalton, J. C., Russell, T. R., & Kline, S. (Eds.). (2004). Assessing Character Outcomes in College (New Directions for Institutional Research, n. 122). San Francisco: Jossey-Bass. (Chapters 1-3, & 9,

	and the others if you have time) Available from Wiley Interscience.
Module 12	Cognitive-Structural Theories and Outcomes
	<p>Required Reading from Textbooks:</p> <ul style="list-style-type: none"> Pascarella, E. T., & Terenzini, P. T. (2005). <i>How college affects students: A third decade of research</i> (Vol. 2). San Francisco: Jossey-Bass. Chapters 4 and 7 summaries Pascarella, E. T., & Terenzini, P. T. (2005). <i>How college affects students: A third decade of research</i> (Vol. 2). San Francisco: Jossey-Bass. Chapter 3 summary (quick read) <p>Required Readings to Download from Wiley Interscience:</p> <ul style="list-style-type: none"> Love, P. G., & Guthrie, V. L. (1999). Understanding and Applying Cognitive Development Theory. (New Directions for Student Services, no. 88) Chapters 1-4. (on Wiley Interscience)
Module 13	Assessment Across Boundaries
	<p>Readings from the Internet:</p> <ul style="list-style-type: none"> Powerful Partnerships http://www.myacpa.org/pub/documents/taskforce.pdf <p>From Electronic Reserve ("Resources" tab, Library Reserves link):</p> <ul style="list-style-type: none"> Kuh and Banta (2000). Faculty student affairs collaboration on assessment: Lessons from the field. About Campus, January/February, 4-10.

[return to top of page](#)

Grading

Please refer to the [University Grading Policy for Graduate Courses](#) for additional information about University grading policies.

[return to top of page](#)

Course Policies

- [Academic Integrity](#)
- [Deferred Grades](#)
- [Accommodating Disabilities](#)

Disclaimer: Please note that the specifics of this Course Syllabus are subject to change, and you will be responsible for abiding by any such changes. Your instructor will notify you of any changes.

[Lessons Tab](#)

[TOP](#)

HI ED 820

Studying Students and Student Affairs Programs

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