KENT STATE UNIVERSITY

Name: Anna Luci Wymer   Submission Date: 9/4/2014

Organization: Admin Affairs & Graduate Education

Course Catalog Update

<< Go back to Course Catalog Update form   **Print**

Course Catalog Update Information: STU0004

Reference Number: CCU007447   **Date:** 14-AUG-14

Level: 2.00 **of** 2.00   **Currently On The Worklist Of:** Catherine Hackney, chackne1

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data
Change type: Establish
Faculty member submitting this proposal: Erica Eckert
Requested Effective Term: 201580
Campus: Kent
College: EH-Education, Health and Human Services
Department: FLA-Foundations, Leadership and Administration
Course Subject: EVAL-Evaluation and Measurement
Course Number: 68715
Course Title: Survey Design and Applied Research in Education
Title Abbreviation: Survey Design and Applied Rsch
Slash Course and Cross-list Information: EVAL 68715 + EVAL 78715
Credit Hours
Minimum Credit/Maximum Credit: 3 to 3
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3
Contact Hours: Lab - Minimum Hours/Maximum Hours:
Contact Hours: Other - Minimum Hours/Maximum Hours:
Attributes
Is this course part of the LER, WIC or Diversity requirements: No
If yes, course attributes: 1.   2.   3.

Can this course be repeated for credit: No Repeat	**Course Limit:**	**OR Maximum Hours:**
Course Level: Graduate	**Grade Rule:** B-Standard letter	

Rationale for an IP grade request for this course (if applicable):
Schedule Type(s): 1. LEC-Lecture 2.   3.
Credit by Exam: N-Credit by exam-not approved
Prerequisites & Descriptions
Current Prerequisite/Corequisite/Catalog Description:
Catalog Description (edited): This course is designed to be an introduction to survey design including the use of online survey applications data collection and will focus on applied quantitative research using SPSS. Open to any graduate students with appropriate prerequisite courses and an interest in applied quantitative research. The project-based course has two major components: survey construction and applied research. Students will perform tasks typically requested of data analysts, institutional researchers, and program evaluators including but not limited to SPSS data management, data transformations, descriptive and inferential analysis, and interpretation of results.
Prerequisites (edited): Graduate Standing and EVAL 65510
Corequisites (edited): none
Registration is by special approval only: No
Content Information
Content Outline:

Content Hours per Course Topic	Topic Description

12	Introduction to survey design and item construction
3	Online survey applications
3	Introduction to SPSS
6	Data transformation and data management
15	Data analysis Cronbach's Alpha Descriptive: Frequencies, Cross-Tabs Inferential: ANOVA family, Correlation
6	Interpretation of results

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Field, A. 2009. Discovering statistics using SPSS (4th ed.). Thousand Oaks, CA: Sage. Fowler, F. J. 2002) Survey research methods (3rd ed.). Thousand Oaks, CA: Sage.

Writing Expectations: Students are expected to demonstrate mastery of material through a series of projects which increase in complexity. Doctoral students will be expected to engage in a leadership role during the course as well and additional assignment expectations.

Instructor(s) expected to teach: Dr. Debbie Shama-Davis and Dr. Erica Eckert

Instructor(s) contributing to content: Dr. Erica Eckert and Dr. Debbie Shama-Davis

Proposal Summary

Explain the purpose for this proposal:

This proposal is to create a new course focused on project-based applied data analysis and survey design. Adding this course to Evaluation and Measurement's offerings will provide the program with a competitive advantage and attract student interest. It will complement existing Evaluation and Measurement courses and enhance the data literacy of graduate students in the College of EHHS. Students will be instructed in a computer lab to allow for hands-on participation with survey design and data analysis; the course will be lecture based with significant in-class practice. This course will utilize direct performance assessments as the primary means to evaluate student progress. Students will design surveys, analyze data, interpret results, and write reports to demonstrate engagement with the material. Learning Outcomes Addressed (from ACPA, NASPA AIR Alignment) – Items may be introduced, reinforced, or mastered. Select or create valid and reliable assessment instruments • Evaluate and create assessment tools appropriate for the purpose or target population capable of collecting valid and reliable data • Evaluate and create surveys appropriate for the purpose or target population capable of collecting valid and reliable data • Facilitate interviews and focus groups appropriately Analyze data using the appropriate technique for the data collected and intended purpose • Assess research designs and analysis techniques, including factors that might lead to measurement problems, such as those relating to sampling, validity, and reliability • Assess trustworthiness and other aspects of quality in qualitative studies and assess the transferability of these findings to current work settings • Use appropriate analyses for data type, intended use of data • Use statistical analysis techniques to evaluate instruments and data, interpret information • Articulate the limitations of findings imposed by the differences in practical and statistical significance, validity, and reliability Interpret results of analysis based on context and data collected • Contribute to the understanding of colleagues, faculty, and others in the institution of the relationship of departmental assessment and institutional research processes to learning outcomes and goals at the student, department, division, and institutional levels • Effectively articulate, interpret, and use results of assessment and institutional research reports and studies, including professional literature Write appropriate and effective reports, based on intended audience(s) • Write appropriate and effective reports using assessment and institutional research results • Use culturally relevant and culturally appropriate terminology and methods to report assessment and institutional research results • Produce informative data summaries, such as campus fact books or other reports as necessary • Transform data into information and knowledge (tell the data's story, what it says) Demonstrate appropriate technical knowledge (software and applications and systems) for assessment and institutional research • Demonstrate appropriate depth of understanding of statistical and office management software necessary for assessment and IR practice • Demonstrate appropriate depth of understanding of higher education data systems, reporting systems, and other software necessary for Assessment and IR practice • Understand and analyze database structures • Perform queries and other data analysis in database programs such as Microsoft Access • Perform queries to obtain data for assessment from student information systems

Explain how this proposal affects program requirements and students in your unit:

This course would be an approved elective for M.Ed or Ph.D students in Evaluation and Measurement as well as Higher Education Administration and Student Personnel in the Institutional Research and Assessment certificate.

Explain how this proposal affects courses, program requirements and student in other units:

This course will not have a direct impact on other units beyond its potential as an elective. This course is taught by an evaluation specialist. The addition of this course would be accommodated in the EVAL and HIED program course projections and would not require significant changes in staffing in either program.

Explain how this proposal affects enrollment and staffing:

This course is open to graduate students in EVAL and HIED. Therefore this course would fulfill an elective requirement as decided upon by graduate students and their academic advisors. It is anticipated that this course may enhance enrollment. The course will be taught by an existing KSU employee.

Units consulted (other departments, programs or campuses affected by the proposal):

Faculty in evaluation and measurement and higher education administration were consulted. The contents of this course were created in collaboration with evaluation personnel. No other academic departments, programs or regional campuses will be affected in a direct way.

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

[Approve] [Return To Initiator] [Return To Prior Approver] [Deny]

Comments:

Date	User	Comment
9/3/2014	Erica L Eckert	No comments available.

History:

Date	User	Status
9/3/2014	Mark A Kretovics	Approved
9/3/2014	Erica L Eckert	Submitted

KENT STATE UNIVERSITY

Name: Anna Luci Wymer   Submission Date: 9/4/2014   ☒

Organization: Admin Affairs & Graduate Education

Course Catalog Update

<< Go back to Course Catalog Update form   **Print**

Course Catalog Update Information: STU0004

Reference Number: CCU007448   **Date:** 14-AUG-14

Level: 2.00 **of** 2.00   **Currently On The Worklist Of:** Catherine Hackney, chackne1

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data
Change type: Establish
Faculty member submitting this proposal: Erica Eckert
Requested Effective Term: 201580
Campus: Kent
College: EH-Education, Health and Human Services
Department: FLA-Foundations, Leadership and Administration
Course Subject: EVAL-Evaluation and Measurement
Course Number: 78715
Course Title: Survey Design and Applied Research in Education
Title Abbreviation: Survey Design and Applied Rsch
Slash Course and Cross-list Information: EVAL 68715 + EVAL 78715

Credit Hours
Minimum Credit/Maximum Credit: 3 to 3
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3
Contact Hours: Lab - Minimum Hours/Maximum Hours:
Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes		
Is this course part of the LER, WIC or Diversity requirements: No		
If yes, course attributes: 1. 2. 3.		
Can this course be repeated for credit: No Repeat	**Course Limit:**	**OR Maximum Hours:**
Course Level: Graduate	**Grade Rule:** B-Standard letter	
Rationale for an IP grade request for this course (if applicable):		
Schedule Type(s): 1. LEC-Lecture 2. 3.		
Credit by Exam: N-Credit by exam-not approved		

Prerequisites & Descriptions
Current Prerequisite/Corequisite/Catalog Description:
Catalog Description (edited): This course is designed to be an introduction to survey design including the use of online survey applications data collection and will focus on applied quantitative research using SPSS. Open to any graduate students with appropriate prerequisite courses and an interest in applied quantitative research. The project-based course has two major components: survey construction and applied research. Students will perform tasks typically requested of data analysts, institutional researchers, and program evaluators including but not limited to SPSS data management, data transformations, descriptive and inferential analysis, and interpretation of results.
Prerequisites (edited): Doctoral Standing, and EVAL 65510 or EVAL 75510
Corequisites (edited): none
Registration is by special approval only: No

Content Information
Content Outline:
Content Hours per Course Topic   Topic Description

12	Introduction to survey design and item construction
3	Online survey applications
3	Introduction to SPSS
6	Data transformation and data management
15	Data analysis Cronbach's Alpha Descriptive: Frequencies, Cross-Tabs Inferential: ANOVA family, Correlation
6	Interpretation of results

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Field, A. 2009. Discovering statistics using SPSS (4th ed.). Thousand Oaks, CA: Sage. Fowler, F. J. 2002. Survey research methods (3rd ed.). Thousand Oaks, CA: Sage.

Writing Expectations: Students are expected to demonstrate mastery of material through a series of projects which increase in complexity. Doctoral students will be expected to engage in a leadership role during the course as well and additional assignment expectations.

Instructor(s) expected to teach: Dr. Debbie Shama-Davis and Dr. Erica Eckert

Instructor(s) contributing to content: Dr. Erica Eckert and Dr. Debbie Shama-Davis

Proposal Summary

Explain the purpose for this proposal:

This proposal is to create a new course focused on project-based applied data analysis and survey design. Adding this course to Evaluation and Measurement's offerings will provide the program with a competitive advantage and attract student interest. It will complement existing Evaluation and Measurement courses and enhance the data literacy of graduate students in the College of EHHS. Students will be instructed in a computer lab to allow for hands-on participation with survey design and data analysis; the course will be lecture based with significant in-class practice. This course will utilize direct performance assessments as the primary means to evaluate student progress. Students will design surveys, analyze data, interpret results, and write reports to demonstrate engagement with the material. Learning Outcomes Addressed (from ACPA, NASPA, AIR Alignment) – Items may be introduced, reinforced, or mastered. Select or create valid and reliable assessment instruments • Evaluate and create assessment tools appropriate for the purpose or target population capable of collecting valid and reliable data • Evaluate and create surveys appropriate for the purpose or target population capable of collecting valid and reliable data • Facilitate interviews and focus groups appropriately Analyze data using the appropriate technique for the data collected and intended purpose • Assess research designs and analysis techniques, including factors that might lead to measurement problems, such as those relating to sampling, validity, and reliability • Assess trustworthiness and other aspects of quality in qualitative studies and assess the transferability of these findings to current work settings • Use appropriate analyses for data type, intended use of data • Use statistical analysis techniques to evaluate instruments and data, interpret information • Articulate the limitations of findings imposed by the differences in practical and statistical significance, validity, and reliability Interpret results of analysis based on context and data collected • Contribute to the understanding of colleagues, faculty, and others in the institution of the relationship of departmental assessment and institutional research processes to learning outcomes and goals at the student, department, division, and institutional levels • Effectively articulate, interpret, and use results of assessment and institutional research reports and studies, including professional literature Write appropriate and effective reports, based on intended audience(s) • Write appropriate and effective reports using assessment and institutional research results • Use culturally relevant and culturally appropriate terminology and methods to report assessment and institutional research results • Produce informative data summaries, such as campus fact books or other reports as necessary • Transform data into information and knowledge (tell the data's story, what it says) Demonstrate appropriate technical knowledge (software and applications and systems) for assessment and institutional research • Demonstrate appropriate depth of understanding of statistical and office management software necessary for assessment and IR practice • Demonstrate appropriate depth of understanding of higher education data systems, reporting systems, and other software necessary for Assessment and IR practice • Understand and analyze database structures • Perform queries and other data analysis in database programs such as Microsoft Access • Perform queries to obtain data for assessment from student information systems

Explain how this proposal affects program requirements and students in your unit:

This course would be an approved elective for M.Ed or Ph.D students in Evaluation and Measurement as well as Higher Education Administration and Student Personnel in the Institutional Research and Assessment certificate.

Explain how this proposal affects courses, program requirements and student in other units:

This course will not have a direct impact on other units beyond its potential as an elective. This course is taught by an evaluation specialist. The addition of this course would be accommodated in the EVAL and HIED program course projections and would not require significant changes in staffing in either program.

Explain how this proposal affects enrollment and staffing:

This course is open to graduate students in EVAL and HIED. Therefore this course would fulfill an elective requirement as decided upon by graduate students and their academic advisors. It is anticipated that this course may enhance enrollment. The course will be taught by an existing KSU employee.

Units consulted (other departments, programs or campuses affected by the proposal):

Faculty in evaluation and measurement and higher education administration were consulted. The contents of this course were created in collaboration with evaluation personnel. No other academic departments, programs or regional campuses will be affected in a direct way.

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

[Approve]   [Return To Initiator]   [Return To Prior Approver]   [Deny]

Comments:

Date	User	Comment
9/3/2014	Erica L Eckert	No comments available.

History:

Date	User	Status
9/3/2014	Mark A Kretovics	Approved
9/3/2014	Erica L Eckert	Submitted