

CALIFORNIA STATE UNIVERSITY NORTHRIDGE
MICHAEL D. EISNER COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING

EPC 601 – Individual and Group Assessment

Fall, 2021 – 3 Units Mondays, 4:00 p.m. – 6:45 p.m. Aug. 30 – Dec. 20, 2021 <i>Room: Virtual via Zoom/Canvas</i>	Kingson Leung Zoom: https://csun.zoom.us/my/kingson Email: kingson.leung@csun.edu Office Hours: By Appointment
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CONCEPTUAL FRAMEWORK CONCEPTUAL FRAMEWORK

Michael D. Eisner College of Education

Regionally focused and nationally recognized, the Michael D. Eisner College of Education is committed to ***Excellence and Innovation***. Excellence in the acquisition of professional knowledge, skills, and dispositions is evidenced by the growth and renewal of ethical and caring professionals – faculty, staff, candidates – and those they serve. Innovation occurs through collaborative partnerships that represent communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework:

Excellence in professional and academic preparation

Collaborative partnerships

Evidence of growth and renewal

Communities of diverse learners

Ethical and caring professionals

Creative and reflective thinking

COURSE DESCRIPTION

This course focuses on assessment and evaluation of college students and programs from an operational perspective rather than a clinical or psychological perspective. Its primary purpose is to help practitioners learn how to conduct assessment and evaluation to enhance student affairs practice and institutional effectiveness.

Participants in this course will explore the multiple methods [data gathering techniques] used in assessment and evaluation, understand the distinction between qualitative and quantitative methodologies of inquiry, gain practical experience in designing, data collection, data analysis, and reporting on assessment results.

COURSE OBJECTIVES**SCPE** (School Counseling Performance Expectations)

1. Understand the responsibility of maintaining confidentiality of student records, ethical considerations regarding counseling relationships, limits pertaining to maintaining confidentiality, and the legal responsibilities within school counseling **[2.5]**
2. Identify college entrance and curriculum performance exams including Preliminary Scholastic Aptitude Test (PSAT), Scholastic Assessment Test (SAT), American College Test (ACT), Advanced Placement Test (AP), International Baccalaureate (IB), and the resources and accommodations available to support student performance on these assessments. **[4.5]**
3. Apply educational transitional strategies, including career development and exploration, throughout the lifespan including using multiple career assessments and planning tools. **[4.8]**
4. Demonstrate the ability to provide an initial assessment of a student's mental health needs and make the appropriate referrals within and external to the school site **[5.14]**
5. Develop, present, and evaluate a classroom lesson on school counseling core curriculum, including formative and summative assessments. **[6.4]**
6. Demonstrate the ability to design, develop, and deliver prevention and intervention programs based on a comprehensive student needs assessment. **[8.4]**

CACREP (Council for the Accreditation of Counseling and Related Educational Programs)

1. Students will understand methods of identifying and using assessment tools and techniques relevant to career planning and decision making. **[Core 4.I]**
2. Student will understand historical perspectives concerning the nature and meaning of assessment and testing in counseling. **[Core 7.A]**
3. Student will understand methods of effectively preparing for and conducting initial assessment meetings. **[Core 7.B]**
4. Student will understand use of assessments for diagnostic and intervention planning purposes. **[Core 7.E]**
5. Student will understand basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments. **[Core 7.F]**
6. Student will understand statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. **[Core 7.G]**
7. Student will understand reliability and validity in the use of assessments. **[Core 7.H]**
8. Student will understand use of assessments relevant to academic/educational, career, personal, and social development. **[Core 7.I]**
9. Student will understand use of environmental assessments and systematic behavioral observations. **[Core 7.J]**
10. Student will understand use of symptom checklists, and personality and psychological testing. **[Core 7.K]**

11. Student will understand use of assessment results to diagnose developmental, behavioral, and mental disorders. **[Core 7.L]**
12. Student will understand ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results. **[Core 7.M]**
13. Student will understand needs assessments. **[Core 8.C]**
14. Student will understand development of outcome measures for counseling programs. **[Core 8.D]**
15. Student will understand analysis and use of data in counseling. **[Core 8.I]**
16. Student will understand assessments specific to higher education settings. **[CACREP Specialty 1.E]**
17. Student will understand use of multiple data sources to inform programs and services in higher education settings. **[CACREP Specialty 3.E]**

COURSE EXPECTATIONS

a) Class Attendance

Due to the experiential nature of this course, attendance is critical. The instructor(s) must clear any absence in advance. Absences may lower your grade.

b) Class Participation

You are a graduate student. As such, you are expected to come to class prepared by having done your reading and/or assignments and having developed your own point of view for the purposes of discussion.

c) Written Assignments

All written assignments should be double-spaced, in APA format. As a professional you will be expected to express your ideas clearly and concisely in writing; therefore, spelling and grammatical errors will be taken into consideration in the grading. Any extension requests must include due date proposed and rationale for the additional time requested. 5% assignment grade deduction per day past due.

STUDENTS WITH DISABILITIES

Students with disabilities who need accommodations should register with the Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall, room 110 and can be reached at (818) 677-2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611. If you would like to discuss your need for accommodations, please contact me to set up an appointment as early as possible.

FOOD SCARCITY

There is a free Food Pantry on campus for any CSUN students who have need for access to nutritious food and basic necessities. It was created to address the increasing need for nourishment by students. Without sufficient and regular food intake, it is difficult to learn,

which is the primary purpose of the university. Information, including location and hours of availability, may be found here: <https://www.csun.edu/mic/csun-food-pantry>

EVALUATION OF WORK

Assignment	Points
Readings Accountability Quizzes / Participation	5
Individual/Pair Chapter Facilitation	5
Reading Reaction/Critiques	5 each (2)
Proposal	10
Outcomes Statement	5
Literature Review	20
Methodology & Sample Tool	10
Description and Analysis	10
Final Presentation	25
Total	100

* Classroom participation will be evaluated based upon Course Expectations a) and b).

** See Assessment Assignment attachment for details

A plus/minus grading system will be utilized in determining grades:

94 – 100	A	80 – 82	B-
90 – 93	A-	77 – 79	C+
87 – 89	B+	73 – 76	C
83 – 86	B	72 and below:	Not passing for a graduate course

TEXT AND READINGS

Course Textbook:

Henning, G., & Roberts, D. (2016). *Student affairs assessment: Theory to practice*. Sterling, Va: Stylus.

Watson, J. C., Flamez, B. (2014) *Counseling Assessment and Evaluation: Fundamentals of Applied Practice*. SAGE Publications.

COURSE OUTLINE

Date	Topic	Readings Due	Assignments Due
August 30, 2021	Introduction/Expectation Syllabus Why Assessment? <ul style="list-style-type: none"> • Motivation • Background 		In-Class Survey

September 6, 2021	Labor Day	Henning & Roberts (2016) Chapter 1: Assessment in Student Affairs and School Counseling Chapter 2: Epistemology	
September 13, 2021	Basic Concepts Ideas for Assessment at field site Assessment Cycle and Planning	Henning & Roberts (2016) Chapter 3: The Assessment Process Chapter 4: Planning and Designing Individual Assessment Projects	Quiz #1 Share discussion from field site
September 20, 2021	Student Learning Outcomes <ul style="list-style-type: none"> Bloom's Taxonomy Student Affairs vs. Academic Affairs vs. Counseling	Henning & Roberts (2016) Chapter 6: Outcomes	Reading Reaction #1
September 27, 2021	Methodology; Needs Assessments (SCPE 8.4)	Henning & Roberts (2016) Chapter 5: Types of Assessment Chapter 8: Survey Design Chapter 11: Interviews and Focus Groups Chapter 12: Additional Assessment Methods	Project Proposal
October 4, 2021	Quantitative & Qualitative Measures Assessment Resources	Henning & Roberts (2016) Chapter 7: Quantitative Designs Chapter 10: Qualitative Design	Outcomes Statements
October 11, 2021	[asynchronous] Analysis Peer Review of Assessment Tool	Henning & Roberts (2016) Chapter 9: Statistic Overview for Assessment	Project Methodology & Sample Assessment Tool
October 18, 2021	Now what? Recommendations and program improvement	Henning & Roberts (2016) Chapter 13: Sharing Assessment Results	Literature Review
October 25, 2021	Engaging Your Stakeholders	Henning & Roberts (2016) Chapter 14: Using Assessment Results	
November 1, 2021	Ethics	Henning & Roberts (2016) Chapter 15: Ethics	

	Professional Standards, including confidentiality (SCPE 2.5)	Watson & Flamez (2014). Chapter 16: Ethical and Legal Issues in Assessment	
November 8, 2021	Assessment and money!	Henning & Roberts (2016) Chapter 17: A Culture of Assessment Chapter 18: Technology Chapter 19: The Future	Reading Reaction #2
November 15, 2021	Momentum: Future of assessment	Watson & Flamez (2014). Chapter 1: Introduction to Counseling Assessment Chapter 2: Basic Assessment Statistical Concepts Chapter 3: Reliability Chapter 4: Validity	
November 22, 2021	Assessment and Politics (Guest speaker – Additional Readings to be Assigned)	Henning & Roberts (2016) Chapter 16: Politics Watson & Flamez (2014). Chapter 15: Assessment Issues with Diverse Populations	Sample Description & Analysis
November 29, 2021	College, Career, and Life-Planning Assessment Counseling Assessment (SCPE 5.14) Statistical Concepts, Reliability, Validity (SCPE 4.5; SCPE 4.8)	Watson & Flamez (2014). Chapter 5: Selecting, Administering, Scoring, and Reporting Assessment Results Chapter 6: Integrating Assessment into Counseling Practice Chapter 11: Behavioral Chapter 12: Career and Vocational Assessment	
December 6, 2021	[asynchronous] Presentations: Intelligence; Achievement and Aptitude	Watson & Flamez (2014). Chapter 7: Intelligence and General Ability Assessment Chapter 8: Achievement and Aptitude Assessment (SCPE 4.5)	Presentations Video Due
December 13, 2021	Presentations: Career; Interest & Values; Personality	Watson & Flamez (2014). Chapter 9: Standardized Methods of Personality Assessment Chapter 10: Projective Methods of Personality Assessment	

Course Textbook Readings in **Bold*

ASSIGNMENTS

Reading Reaction/Critiques (5 points each x 2)

- Citation (APA Format)
- 1-2 Paragraph Summary of Reading
- 2-3 Paragraph Reflection/Reaction- Thoughts, feelings and experiences that connect to the reading

Individual (or Pair) Chapter Facilitation (5 points)

- ~15-minute facilitation of chapter you've signed up for
- Share key takeaways and/or summary of chapter
- Create activity/questions to engage class
- Submit slides or outline via Canvas

Proposal (10 points)

Students will discuss with site supervisors planned or ideas for targeted interventions (program, training, event) to be assessed. Proposal should be 2-3 pages in length and address the following: (**SCPE 6.4**)

- Statement of Objective: 2-3 sentences on what you hope you learn from assessing the intervention
- Description of intervention: paragraph describing your planned intervention
- Population: brief paragraph describing the population that will comprise your sample
- Method of Marketing: What is your plan to get students to participate in your planned intervention and assessment
- Significance in the field of Student Affairs OR School Counseling (think core curriculum lesson): give your intervention context. Why will the information you gather benefit your department, organization, or the field? (Hint: successful proposals will connect to the institution's strategic goals/priorities)
- Continuous Improvement: brief paragraph about how this assessment will directly contribute to your unit or division.
- Timeline: create a timeline for your assessment project. Timeline should include due dates for assessment project assignments as well as milestones for marketing, intervention, collection of data, and analysis.

Outcomes Statements (5 points)

Using Bloom's Taxonomy, create at least three outcomes statements that students, as a result of having participated in your intervention should be able to understand, know, or do.

Literature Review (20 points)

Be at least five (5) pages in length, incorporating 5-10 scholarly sources, the literature review should provide a background for your topic while exploring the existing research. Must include references page in APA format. The Literature Review should be consistent with ePortfolio standards.

Methodology & Sample Tool (10 points)

Approximately one page in length, describe the methodology you will use to collect data (qualitative, quantitative, mixed methods). Be specific about what you will be measuring. Further, explain whether you will be using a census or a sample population and why. Finally, report how the data collected will be used by your department/unit. Attach your draft assessment tool (survey, interview protocol, observation rubric, etc.), as participants will see it.

Description and Analysis (10 points)

Now that you've collected your data, you're ready to share it! In this assignment, report back the following:

- Population description: tell us about the population that actually used the tool, include: available demographics, class year, connection to dept., GPA, semesters at college, majors, any information that you have collected that will help you and the readers understand the context of the data.
- Raw Data: include raw data broken into numbers for question asked, include percentages, tables, and graphs if helpful.
- Analysis: This section should include at least 2-3 paragraphs where you analyze the results of the data.

***If data/analysis not possible due to timing of assessment, an alternative assignment (Informational Interview with Assessment Professional) must be submitted along with your anticipated population and description of your assessment administration plan*

Informational Interview with Assessment Professional

- Review Published Assessment Website
- Create at least 5 Questions/Talking Points to use during interview
- Connect with Assessment Professional for informational interview (via Zoom)
- Write Reflection/Reaction addressing the following:
 - Who you interviewed?
 - How did you come to the 5+ questions/talking points you decided to use?
 - What you found most effective on their Assessment Website?
 - Elaborate on something you got from the conversation that you can use in your future assessment work.
- Incorporate your reflection in Final Presentation In lieu of Analysis

Final Presentation (25 points): (SCPE 4.8)

Presentations should be between 13-18 minutes. You will be cut-off at 18 minutes, so plan accordingly. The presentation must have a visual component and include:

- Background Overview
- Modifications (*if applicable*)
- Description & Purpose of the Test/Assessment
- Reliability & Validity

- Test Administration based on your experience
- Description and Final Data Analysis
- References
- Limitations/Recommendations/Conclusion
- Presentation Visual (PPT/Video/etc.)
- Peer evaluation during week of presentation

PLAGIARISM AND ACADEMIC DISHONESTY

Acts of plagiarism include use of other's work without citation and resubmitting your own previously submitted work. It is both unethical and illegal according to our ACA Ethics Code and the CSUN Code of conduct. If you unsure as to whether use of data or information is appropriate, you are expected to consult with your course instructor or program coordinator. Acts of plagiarism will have a negative impact on course progress and will be reported to the Dean of Students as relevant. Please review the 2012 – 2014 California State University, Northridge University Catalog for additional information on the university's academic dishonesty policy.

(<http://catalog.csun.edu/policies /academic-dishonesty/>)

**** This syllabus is subject to change ****

Other resources that you might find useful in developing your understanding of assessment (resource list compiled by Dr. Terry Piper, Fall 2009):

Banta, T. W., Lund, J. P., Black, K. E., & Oblander, F. W. (1996). *Assessment in practice: Putting principles to work on college campuses* San Francisco: Jossey-Bass.

Reading: "Principles of Good Practice in Assessment" (pp. 1-63. Introduction, Principle and Principle in Context sections.)

Bresciani, M. J., Zelna, C. L., & Anderson, J. A. (2004). *Assessing student learning and development: A handbook for practitioners* Washington, DC: National Association for Student Personnel Administrators.

Reading: "Interviews and Focus Groups" (pp. 48-57)

Broido, E. M., & Manning, K. (2002, July/August). Philosophical foundations and current theoretical perspectives in qualitative research. *Journal of College Student Development* 43(3), 434 – 445.

Bryan, W. A., & Mullendore, R. H. (1991). Operationalizing CAS Standards for program evaluation and planning. In W. A. Bryan, R. B. Winston, Jr., & T. K. Miller (Eds.), *New directions for student services: Using professional standards in student affairs* (no. 53). San Francisco: Jossey-Bass.

Council for the Advancement of Standards for Student Services/Development Programs (CAS) (2003). *The book of professional standards for higher education*. Washington, DC: CAS.

Desler, M. K. (2000). Translating theory and assessment results to practice. In M. Barr, M. K. Desler, & Associates (Eds.), *The handbook of student affairs administration*. San Francisco: Jossey-Bass.

Erwin, T. D. (1991). *Assessing student learning and development*. San Francisco: Jossey-Bass.

Erwin, T. D., Scott, R. L., & Menard, Jr, A. J. (1991). Student outcome assessment in student affairs. In T. K. Miller, R. B. Winston, Jr. and Associates (Eds.), *Administrative leadership in student affairs: Actualizing student development in higher education* (pp. 741-763). Muncie, IN: Accelerated Development.

Evans, N. J. (1985). Needs assessment methodology: A comparison of results. *Journal of College Student Personnel*, 26(2), 107-144.

Ewell, P. T. (2002). An emerging scholarship: A brief history of assessment. In T. W. Banta (Ed.), *Building a scholarship of assessment* (pp. 3-25). San Francisco: Jossey-Bass.

Hanson, G. R. (1982). *New directions for student services: Measuring student development* (no. 20). San Francisco: Jossey-Bass.

Hood, A. B., & Johnson, R. W. (1997). *Assessment in counseling: A guide to the use of psychological assessment procedures*. Alexandria, VA: American Counseling Association.

Huebner, L. A., & Lawson, J. M. (1990). Understanding and assessing college environments. In D. G. Creamer and Associates (Eds.), *College Student Development: Theory and practice for the 1990s* (pp. 127-151). Alexandria, VA: American College Personnel Association.

Hyman, R. E., Beeler, K. J., & Benedict, L. G. (1994). Outcome assessment and student affairs: New roles and expectations. *NASPA Journal*, 32 (1).

Jacobi, M, Astin, A. & Ayala, Frank, Jr. (1987). *College student outcome assessment: A talent development perspective* (ASHE-ERIC Higher Education Report No. 7). Washington, D.C.: Association for the Study of Higher Education.

Jacoby, B., & Thomas, Jr., W.L (1991). Professional standards and the accreditation process. In W. A. Bryan, R. B. Winston, Jr., & T. K. Miller (Eds.), *New directions for*

student services: Using professional standards in student affairs (no 53, pp. 19-28). San Francisco: Jossey-Bass.

Jones, R. J., Torres, V., & Arminio, J. (2006). *Negotiating the complexities of qualitative research in higher education* (chapter 3). New York: Routledge.

Jones, S. R. (2002, July/August). (Re)Writing the word: Methodological strategies and issues in qualitative research. *Journal of College Student Development*, (43)3, 461-473.

King, P. M. (1990). Assessing development from a cognitive developmental perspective. In D. G. Creamer and Associates (Eds.), *College Student Development: Theory and practice for the 1990s* (pp. 81-98). Alexandria, VA: Am. College Personnel Assoc.

Kuh, G.D. (1982). Purposes and principles of needs assessment in student affairs. *Journal of College Student Personnel*, 23(3), 202-209.

Kuh, G. D., Whitt, E. J. & Shedd, J. D. (1987). *Student affairs work, 2001: A paradigmatic odyssey*. Washington, DC: American College Personnel Association.

Kuh, G. D., & Andreas, R. E. (1991). It's about time: Using qualitative methods in student life studies. *Journal of College Student Development*, 32, 397-405.

Mable, P. (1991). Professional standards: An introduction and historical perspective. In W. A. Bryan, R. B. Winston, Jr., & T. K. Miller (Eds.), *New directions for student services: Using professional standards in student affairs* (no. 53, pp. 5-18). San Francisco: Jossey-Bass.

Longman. Worthen, B. R. (1987). *Educational evaluation* White Plains, NY.

Reading: "Reporting and using Evaluation Information" (pp. 341-368)

Manning, K. (March 1992). A rationale for using qualitative research in student affairs. *Journal of College Student Development*, 33, 132-136.

Magolda, P. M. (2003, November/December). Saying good-bye: An anthropological examination of a commencement ritual. *About Campus*, 44(6), 779-796.

Miller, T. K., & Winston, Jr., R. B. (1990). Assessing development from a psychosocial perspective. In D. G. Creamer and Associates (Eds.), *College Student Development: Theory and practice for the 1990s* (pp. 99-126). Alexandria, VA: American College Personnel Association.

Molasso, W. R. (Fall 2005). Ten tangible and practice tips to improve student participation in web surveys. *Student Affairs Online*, (6) 4. Retrieved January 11,

2006, from http://studentaffairs.com/ejournal/Fall_2005/StudentParticipantinWebSurveys.htm.

- Ory, J. C. (1994). Suggestions for deciding between commercially available and locally developed assessment instruments. In J. S. Stark & A. Thomas (Eds.) *Assessment & program evaluation*. ASHE Reader Series. Boston: Pearson Custom Printing.
- Palomba, C. A., & Banta, T. W. (1999). *Assessment essentials: Planning, implementing and improving assessment in higher education*. San Francisco: Jossey-Bass.
- Pascarella, E. T., & Upcraft, M. L. (1999). Assessment strategies for student learning imperative. In E. J. Whitt (Ed.), *Student learning as student affairs work: Responding to our imperative* [monograph series 23, pp. 63-79]. Washington, DC: National Association of Student Personnel Administrators.
- Patton, M. J. (1991). Qualitative research on college students: Philosophical and methodological comparisons with quantitative approach. *Journal of College Student Development*, 32, 389-396.
- Pope, R. L., Reynolds, A. L., & Mueller, J. A. (2004). *Multicultural competence in student affairs* (pp. 98-119). San Francisco: Jossey-Bass.
- Popham, W. S. (1993). Focus groups: A potent education qualitative data-gathering procedure (pp. 194-215). Needham Heights, MA: Simon & Schuster
- Popham, W. J. (1993). *Educational evaluation* Needham Heights, MA: Simon & Schuster. Reading: "Analyzing Evaluative Data" (pp. 261-282)
- Posavac, E. J., & Carey, R. G. (1989). *Program evaluation: Methods and case studies*. Englewood Cliffs, NJ: Prentice Hall.
- Rea, L. M., & Parker, R. A. (1997). *Designing and conducting survey research: A comprehensive guide* (pp. 45-64). San Francisco: Jossey-Bass. Reading: "Developing Survey Questions" (pp. 48-57)
- Schuh, J. H. & Upcraft, M. L. (2001). *Assessment practice in student affairs: An application manual*. San Francisco: Jossey-Bass. Reading: "Qualitative Assessment" (pp. 27-41.)
- Schuh, J. H., & Upcraft, M. L. (1998). Facts and myths about assessment in student affairs. *About Campus*, 3(4), 2-8.
- Upcraft, M. L., & Schuh, J. H. (2002). Assessment vs. research: Why we should care about the difference. *About Campus: Enriching the student learning experience*, 7(1), 16-20.

Upcraft, M. L. & Schuh, J. H. (1996). *Assessment in student affairs*. San Francisco: Jossey-Bass.

Reading: "Tracking Client's Use of Services, Programs, and Facilities" (pp. 113-120); and "Assessing Student Satisfaction" (pp. 148-165)

Winston, Jr., R. B., & Miller, T. K. (1994). A model for assessing developmental outcomes related to student affairs programs and services. *NASPA Journal*, 32 (1),

Winston, R. B., Jr., & Moore, W. S. (1991). Standards and outcome assessment: strategies and tools. In W. A. Bryan, R. B. Winston, Jr., & T. K. Miller (Eds.), *New directions for student services: Using professional standards in student affairs* (no. 53, pp. 63-82). San Francisco: Jossey-Bass.

Witkin, R. B., & Altschuld, J. W. (1995). *Planning and conducting needs assessment: A practical guide*. Thousand Oaks, CA.: Sage.

Woosley, S. A. & Knerr, A. R. (2005, June 21, October 12, November 23). *Common missteps in assessment building blocks and how to avoid them (Part I, II, III)*. Retrieved August 22, 2006, from <http://www.naspa.org/membership/mem/nr/PrinterFriendly.cfm?id=1502>.

Worthen, B. R., Sanders, J. R., & Fitzpatrick, J. L. (1997). *Program evaluation: Alternative approaches and practical guidelines*. New York: Longman.

Upcraft, M. L. & Schuh, J. H. (1996). *Assessment in student affairs*. San Francisco: Jossey-Bass.

Reading: "Assessing Student Needs" (pp. 126-132); "Assessing Campus Environments" (pp. 166-170 and pp. 171-188); and "Assessing Student Cultures" (pp.189-200)

Sampling methods for quantitative assessment:
<http://www.statpac.com/surveys/sampling.htm>

EPC 601 INDEX for CTC Standards

Pages on which CTC Standards are Introduced in **yellow**

SCPE	Introduced
2.5	6
4.5	6
4.8	6, 8
5.14	6
6.4	7
8.4	5