

Spring 2015
Assessment and Evaluation in Higher Education
HIED 66749/76749

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Section 001 – WTH 207
Tuesdays, 5:30-8:15

Big Questions for the Course

Why do we assess, anyway?
Do we need outside check points? Why or why not?
How does one *do* assessment?
How does one judge or determine quality?
How do you know you are examining what you want?
How do you know you are examining what you say you are?
How do I explain this to other people?

Why are you here? To learn how to determine if something (you define) is working (as you define it). To understand if something is working you have to know how to find out. When you are finished with this course, I want you to be able to tell a story—not to simply issue a list of numbers or talking points about a program or service.

Office Hours

I'm on campus all the time, so don't hesitate to ask for something that meets your specific scheduling needs. The university compels me to post office hours (despite being here 40 hours a week)... Wednesdays, 9am-2pm, but please check ahead as I sometimes have meetings added to my calendar.

Texts

Banta, T. W., & Palomba, C. A. (2015). *Assessment essentials: Planning, implementing, and improving assessment in higher education (2nd ed.)*. San Francisco, CA: Jossey-Bass.

*I realize it appears this book is published in the future. I assure you, as cool as that is, it's out now and available for purchase. Not sure why the © is 2015, but that's what it says in the book.

Suskie, L. A. (2009). *Assessing student learning: A common sense guide*. San Francisco, CA: Jossey-Bass.

Doctoral students optional book:

Suskie, L. (2014). *Five dimensions of quality: A common sense guide to accreditation and accountability in higher education*. San Francisco: Jossey-Bass.

Course Overview

Catalog Entry: This course is designed to provide an understanding of current assessment and evaluation methods in higher education settings. Topics will span from individual classroom assessment through institutional accreditation processes.

Course Purpose: Students in this course will have the opportunity to explore assessment for accreditation and accountability as well as assessment for continuous improvement and demonstration of effectiveness. This course will be practical in nature, with an emphasis on preparation to engage in assessment in a meaningful way. Accreditation will be covered in brief, and students will have the opportunity to focus on institutional engagement, student affairs engagement, and the assessment of student learning. Students will create an assessment plan for an on-campus unit, as well as gain experience presenting information related to assessment, which is an important component of the assessment process.

Learning Outcomes:

Upon successful completion of this course, participants will be able to...

- Demonstrate awareness of the current context of higher education and the factors influencing faculty and administrators
- Describe of the nature of accreditation and assessment issues within higher education
- Develop high-quality learning and service outcomes based on stated mission and vision
- Synthesize information on a specific area/type of assessment and talk about assessment a clear and accessible manner
- Apply the concepts from this course when selecting an assessment approach
- Analyze the needs of a unit or program to design appropriate assessment plans
- Evaluate the efficacy of assessment approaches based on context
- Create thorough and appropriate assessment plans with a professional appearance

Course Expectations

Please understand that the benefit you receive from this course is grounded in your effort. If you put in the minimum energy to pass, you've done only that—obtained a passing knowledge. If you want to master these tasks you will need to become engaged with the material and learn to think about how to apply assessment in your professional (current and future) life. It is my goal to help everyone obtain a sense of mastery, but we need to do this together. All students are expected to not only read but be able to reflect upon the assigned reading materials and tasks for the course. Be an active and thoughtful participant, and remember that not all individuals will have the same level of experience, but they all have valuable insights and must be respected.

Attendance

Missing more than three classes is not acceptable. Point deductions are outlined in the assignments section.

Course Meeting and Reading Agenda (Note: Additional articles/readings may be added as necessary)

Week 1 (January 13):

Course Overview

- Syllabus, course expectations, assignments, unit selection
- AE (Banta and Palomba) Chapter 1 – Defining Assessment
- ASL (Suskie) – Chapter 1 – What is Assessment?

Week 2 (January 20): Proposal of Unit/Site Due*

Assessment Basics - Building the Team, Intro to Accreditation and CAS

- AE Chapter 2 – The Essentials of Assessment
- AE Chapter 3 – Engaging Faculty and Students in Assessment
- Blackboard Reading – Upcraft and Schuh: Assessment vs. Research, Others (see Blackboard)

Week 3 (January 27): Assessment Agency/CAS Presentation due; submit via Blackboard Learn by noon

Accreditation and CAS Standards – Panel Presentations

- Blackboard Reading – CHEA Document, Student Affairs Role in Accreditation, Bresciani NILOA
- Regional accreditors
- Professional Accreditors
- CAS Standards

Week 4 (February 3):

Learning Outcomes + Service Outcomes

- ASL Chapter 4 – Why Are You Assessing Student Learning? (Better title: “How to fight with nonbelievers.”)
- ASL Chapter 8 – Developing Learning Goals
- AE Chapter 4 – Setting Expectations and Preparing to Select Measures
- Blackboard Reading – Cain: Assessment and Academic Freedom, Institute for HIED Policy: The Role of Student Learning Outcomes

Week 5 (February 10): Alignment of Outcomes to Unit/Site Mission Due

Types and Methods of Assessment

- *Before you think I'm a horrible person for requiring all this reading, see next week's reading.*
- ASL Chapter 2 – How Can Student Learning Be Assessed?
- ASL Chapter 3 – What is Good Assessment?
- ASL Chapter 7 – Organizing an Assessment Process
- AE Chapter 4 – Setting Expectations and Preparing to Select Measures, Continued
- AE Chapter 5 – Using Direct Measures
- AE Chapter 6 – Using Indirect Assessment Methods
- ASL Chapter 9 – Using a Scoring Guide or Rubric to Plan and Evaluate an Assignment
- ASL Chapter 12 – Assessing Attitudes, Values, Dispositions, and Habits of Mind
- Blackboard Reading – Sriam: Five Things Not to Do..., Others TBA

Week 6 (February 17):

Types and Methods of Assessment (The discussion continues! Review last week's reading!)

Week 7 (February 24 – Week before NCATE Report is Due): Alignment of Outcomes to Measures Due

Applications of Assessment

- AE Chapter 7 – Assessing Learning in the Major
- AE Chapter 8 – Assessing Learning in General Education
- ASL Chapter 6 – Supporting Assessment Efforts with Time, Infrastructure, and Resources
- ASL Chapter 15 – Setting Benchmarks or Standards
- Blackboard Reading – Sriam and Oster: Reclaiming the Scholar
- *TBD – Visit from Provost's Office?*

Week 8 (March 3 – No class meeting due to ACPA Conference): Assessment Document Critique & Results Analysis Due

Submit via Blackboard by Noon 3/3

Week 9 (March 10):

Student Affairs Assessment

- AE Chapter 9 – Assessing Learning and Program Effectiveness in Student Affairs
- Blackboard Reading – Sriam: Engaging Research as a SAP, Establishing a Program Review Process
- TBD – Visit from Provost's Office?

Week 10 (March 17 – St Patrick's Day): Measurement Tools to Outcomes Due

Bigger Picture

- AE Chapter 11 – Assessing Institutional Effectiveness
- ASL Chapter 5 – The Keys to a Culture of Assessment
- ASL Chapter 18 – Using Assessment Results Effectively and Appropriately
- ASL Chapter 19 – Keeping the Momentum Going
- Five Dimensions of Quality (Doc Students)

Spring Break (March 23-29); no class on March 24

Week 11 (March 31):

Reporting of Results

- AE Chapter 10 – Analyzing, Reporting, and Using Assessment Results
- ASL Chapter 16 – Summarizing and Analyzing Assessment Results
- ASL Chapter 17 – Sharing Assessment Results with Internal and External Audiences
- Blackboard Readings – TBD
- TBD – Visit from Provost's Office?

Week 12 (April 7):

Content Flex Date/Assessment Plan Presentations

Week 13 (April 14):

Assessment Plan Presentations

Week 14 (April 21): Final Assessment Plans Due

Assessment Plan Presentations

Week 15 (April 28):

Assessment Plan Presentations

Week 16 (May 5 – Finals Week):

Assessment Plan Presentations

Grading

This course is scaled in the following manner:

A = 100-93.0	A- = 92.9-90.0	B+ = 89.9-87.0	B = 86.9-83.0
	B- = 82.9-80.0	C+ = 79.9-77.0	C = 76.9-73.0
	C- = 72.9-70.0		F = Below 70

I want everyone in here to get an A. Not because of the effect it would have on your GPA, but because I want everyone to learn at least 93% of the material and be able to demonstrate competency in their assignments.

Assignments

Assignments are due as noted in the syllabus. Late assignments will receive a one-letter grade (10%) reduction for each week they are delayed. All written assignments are to be double-spaced with 1 inch margins, and follow current APA style guidelines (6th edition) (except for font... you can be creative as long as it is readable).

The following assignments will comprise the grade earned for this course:

1. Attendance and Participation – 15 Points

Points Deducted	Participation Deductions
None	Make thoughtful, well-informed, and reflective contributions (grounded in reality) demonstrating that you have read the week's assigned materials with a critical eye in 75% or more class meetings (in addition to Blackboard Learn, if applicable)
-3 points	Make thoughtful, well-informed, and reflective contributions (grounded in reality) demonstrating that you have read the week's assigned materials with a critical eye in at least 50% (but less than 75%) of class meetings (in addition to Blackboard Learn, if applicable)
-6 points	Make thoughtful, well-informed, and reflective contributions (grounded in reality) demonstrating that you have read the week's assigned materials with a critical eye in at least 25% (but less than half) of class meetings (in addition to Blackboard Learn, if applicable)
-9 points	Make thoughtful, well-informed, and reflective contributions (grounded in reality) demonstrating that you have read the week's assigned materials with a critical eye in less than 25% of class meetings (in addition to Blackboard Learn, if applicable)

*In addition, deduct 2 points for each class missed

2. Regional/Professional Accreditation Assignment – 10 Points
3. Outcomes to Mission – 5 Points
4. Outcomes to Measures – 5 Points
5. Assessment Document Critique and Results Analysis Due – 25 Points
6. Measurement Tools for Outcomes – 15 Points
7. Assessment Plan Presentation – 5 Points
8. Assessment Plan Project – 20 Points
- Students Registered at Doctoral Level – 10 points (Total course grade out of 110)
 - Five Dimensions of Quality Paper/Talk (Topics to be assigned)

Students with Disabilities

University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

Plagiarism

Ignorance is not a valid defense should the charge of plagiarism be brought against you. In the Student Code of Conduct, there is a section devoted to plagiarism and academic honesty. Any work submitted for this course must be created solely by you exclusively for this course. Download the Digest of Rules and Regulation or visit the Policy Register link from <http://www.kent.edu/CurrentStudents/> or contact the Office of Student Conduct in 119 Twin Towers, (330) 672-4054.

Cell Phones, Pagers, Laptops, and other electronic devices

As a professional courtesy to your classmates and the instructor, please turn off all cell phones, pagers, laptops, or other electronic devices that could disrupt the classroom environment. Unauthorized use of electronic equipment will result in a reduction of one's final grade. Anyone answering a phone in class will receive a failing grade for the course (with the exception of person on-call due to their Graduate Assistantship/Job as required by a supervisor and communicated in advance).