

NORTH DAKOTA STATE UNIVERSITY
EDUC 721: Assessment Techniques for Educational Institutions
Course Syllabus – Fall 2013
3 Credit Hours

Course Instructor:	Chris M. Ray, Ph.D.	E-mail Address:	chris.ray@ndsu.edu
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Office Hours:	By Appointment (Generally M-R, 10-4)		

NDSU Bulletin Description of Course

This course addresses all aspects of educational assessments in order to select the assessment technique that meets specific accountability mandates in the field of education.

Prerequisite(s)

Admission to doctoral program and/or instructor approval.

Course Description

The course explores the fundamentals of the assessment of student learning outcomes in postsecondary education as a means to understand institutional effectiveness and introduces assessment as a tool to inform strategic planning and data-driven decision-making. The course prepares students to administer effective and worthwhile assessment processes to not only meet accountability requirements of external audiences, but more importantly, to improve courses, programs, departments, and institutions. This is a doctoral level course of study with commensurate expectations (i.e., this is not intended to be an introductory course).

Course Objectives

To achieve the purpose of this course, the instructor intends to:

1. Provide an overview of assessment in educational institutions;
2. Explore various ways in which assessment is used in educational institutions;
3. Introduce assessment tools and measurement theory;
4. Discuss the cycle of continuous improvement.

Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate a detailed understanding of assessment concepts, approaches, and processes;
2. Write clear and assessable student learning outcomes;
3. Develop a measure of an articulated learning outcome;
4. Apply and synthesize scholarly literature concerning assessment concepts, approaches, and processes;
5. Effectively present scholarly information about assessment at a professional level orally;
6. Compile and present best work for assessment purposes;
7. Demonstrate a coherent philosophy of assessment.

Course Readings

Stevens, D. D. & Levi, A. J. (2012). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning* (2nd Ed.). Sterling, VA: Stylus Press.

Suskie, L. (2009). *Assessing student learning: A common sense guide* (2nd Ed.). San Francisco: Jossey-Bass.

Additional Readings: The above texts are only intended to provide an introduction to the topics covered in the course. Additional readings will be assigned each week and we will continue to construct a suggested reading list, including recent research.

Style of Teaching

Conducted as a seminar course, most of the class sessions will be an in-depth discussion of the readings within the context of student and instructor research and practice, supplemented with individual and group activities, both in and out of class. These discussions will be based on student-generated concerns and responses to focus questions developed by the instructor on the content of the course.

This course is structured so that you have the freedom to learn as deeply and as broadly as you choose. You will have an opportunity to continue to improve any professional product you are developing for this class. Negotiation for group work is welcomed, but must be pre-planned with the instructor and will entail additional requirements to ensure equal effort is required.

IVN Broadcast and Video Streaming

This course serves students across North Dakota, Minnesota, and beyond. Therefore, live videoconference connections (IVN) are provided to students in remote locations. By attending this course, students imply consent for their image and voice to be recorded and broadcast via IVN and online video-streaming for later playback. Class recordings are streamed live and will be maintained for at least one week. Recordings can be accessed online at <http://alt.ndus.edu/> under “Quick Links” and then “Streaming Link.” The password to access the course recordings will be provided by the instructor upon request. Use of class recordings are for the sole use of participants in this course and recordings should not be distributed in any format beyond course participants without consent of the instructor in accordance with the NDSU Student Handbook, guidelines for the use of intellectual property, and copyright law.

Those attending this class at an off-campus site are responsible for arriving at least 5 minutes before the start of class to participate in the technical roll call. This ensures equipment, audio, and video are functioning properly when class begins. Should you experience difficulties during the class, please call the host site at (701) 231-8523. You should also ensure that you know how to mute/unmute the microphone, maneuver the camera, and how to restart the equipment if asked to do so.

Course Website

A course website has been created on the Blackboard learning system. You can log in to Blackboard at: <http://bb.ndsu.nodak.edu>. The most current version of the course schedule will be maintained on this site, so it is important that you check the site regularly. You will also be responsible for announcements and assignments made available via Blackboard and will be required to submit assignments to this website for instructor feedback and grading. ***The instructor is only responsible for grading assignments that are submitted properly through the Blackboard digital drop box by the deadline listed in the syllabus.*** You will also be able to access a number of other potentially useful resources such as internet links, copies of course documents and other resources, and Tegrity class recordings.

Course Learning Opportunities

I. Attendance and Participation

Expectation: As attendance in doctoral level courses is necessary for collaborative learning to occur, you are expected to prepare for and attend all class sessions and to actively participate in class discussions. Should you find an extreme circumstance that prevents you from attending class, arrangements must be made before class begins. Appropriate make-up work, as determined by the instructor, is mandatory or any absence will result in one letter grade lower than the grade you normally earned. While this will typically include watching the course video stream if available, this will be only a partial fulfillment of the make-up work for the missed class. ***Missing more than two class sessions, even with completion of required make-up work, will result in a 10% deduction of the final grade you otherwise earned.***

Expectation: Preparation for each session includes an integrative reflection of the assigned readings (Lesson) and a question to pose for discussion (Puzzle). These will be written (no more than two, double-spaced pages in total) and turned in at the end of each class session for credit.

Format of Lessons: For each lesson learned, you should quote from the textbook or journal article the section of text that includes the lesson. In one or more paragraphs, you should discuss **in your own words** (1) why this lesson is the most important one gleaned from the material, (2) what that lesson means to you, **and** (3) *why that lesson is important to your field of study or practice*. Appropriate APA citation of quoted versus paraphrased material must be used.

Format of Puzzles: For each puzzle, you must identify (1) pertinent issues omitted by the authors, (2) key research remaining to be done, **or** (3) concepts or methodologies that require clarification not included in the textbook or journal article.

The “Lessons and Puzzles” assignments will each be graded as high pass (✓⁺, 100% credit), pass (✓, 90% credit), low pass (✓⁻, 80% credit), very low pass (–, 70% credit), or unacceptable (X, no credit), and in total will comprise 15% of your course grade. You have the opportunity to rewrite any of your “Lessons and Puzzles” assignments within one week of the discussion should you find ways to improve your work after the discussion. *Note:* The first two “Lessons & Puzzles” assignments will be graded in more depth to help you understand the instructor’s expectations, while the remaining submissions will be graded more holistically.

Expectation: Each class meeting, at least one student will be randomly selected to summarize the assigned reading(s) for the week at the start of the class period. As such, you are expected to sufficiently comprehend the readings to be able to provide a coherent, 10-15 minute overview of the material if you are selected.

Invitation: As you consider the wide range of possibilities for understanding assessment in various integrated ways, you are invited to bring in relevant topics, cognitive connections, or articles of new knowledge and understanding to present to the class members. This is not graded but is a necessity for collegiality, collaboration and other professional skills of researchers and practitioners in education.

III. Demonstration of Integrative and Creative Thought (Depth of Content)

Expectation: You are expected to identify and operationally define three learning outcomes that are suitable for assessment purposes. You should use historical, philosophical, and/or policy perspectives to explain and justify the relevance of these outcomes to your selected area of education. These outcomes should adhere to the guidelines presented in the readings and in class. Be sure to suggest some ways that you might assess the outcome you have selected. Your completed statement of learning outcomes is due on October 1st and will comprise 10% of your course grade.

Expectation: You are expected to develop a rubric that can be used to assess one of the student learning outcomes identified in the previous assignment. The rubric should include categories for each component of the outcome as supported by the literature and should adhere to guidelines discussed in the readings and in class. Your completed assessment rubric is due on October 15th and will comprise 10% of your course grade.

Expectation: You are expected to develop a personal philosophy of assessment that identifies your beliefs about learning and the role of assessment in the learning process. While you have the freedom to select any format that you would prefer, the philosophy should be at least two, but no more than four, double-spaced pages. Possible questions to address include:

- What is assessment?
- What is/are the primary purpose(s) of assessment?
- What is the role of assessment in promoting accountability and/or improving student learning?
- How does assessment relate to teaching and learning?
- When should assessment be done?
- What outcomes should be assessed?
- How should assessment be conducted?
- What are the most effective methods of assessment?
- Who is/are the target audience(s) for reporting assessment results?
- How should assessment results be used?
- What are the ethical considerations involved in assessment, and how should they be addressed?

Your philosophy statement should be well-supported by the literature and adhere to guidelines discussed in class. Your completed philosophy of assessment statement is due on November 19th and will comprise 10% of your course grade.

Expectation: You are expected to develop a culminating project that demonstrates the depth of your knowledge and interest in assessment. The culminating project should adhere to the guidelines presented in the readings and in class. While you will be given a wide degree of latitude to make this project both personally and professionally relevant, you are encouraged to choose from one of the following options. Additional project options may be negotiated with the instructor by the end of the third week of the course. Your completed project is due on December 3rd and will comprise 25% of your course grade. Criteria for evaluation will be co-constructed during the semester.

Option A: Assessment Plan (Primarily intended for Ed.D. students):

You are expected to develop an **assessment plan** for a course, program, department/office; service area, or an entire institution as appropriate to your **applied** interest in assessment that would promote the improvement of learning. This assessment plan should include the mission of the program/department/area, a list of outcomes being assessed with corresponding operational definitions, the measurement tools, data collection methods, a general timeline for gathering evidence, how the resulting data will be analyzed, and how the results will be utilized.

Option B: Research Plan (Primarily intended for Ph.D. students):

You are expected to develop a **research proposal** based on your **theoretical** interest in assessment, evaluated by you, other class members, the instructor, and other colleagues as appropriate. Your product includes the research proposal (consisting of an introduction, literature review, and proposed method), a critique from at least two peers readers, and your self-evaluation. The final product should represent your best work that incorporates the feedback of the two reviewers.

Option C: Integrative Review (Intended for all students):

You are expected to develop a **literature review** suitable for submission to a scholarly journal based on your **theoretical** interest (Ph.D. students) or **applied** interest (Ed.D. students) in institutional assessment to demonstrate your ability to locate and synthesize scholarly literature related to real-world assessment issues. Literature topics may include, but are not limited to, assessment from the perspective of a particular discipline or a particular type/level of institution, specific areas such as student learning outcomes, challenges in the measurement of learning, international perspectives on assessment, or some other facet of assessment explored in the class about which you want to learn more.

Expectation: You are expected to give a *pecha kucha* style presentation on the project you selected for the final assignment. Presentations content will necessarily vary according to the selected project type, though they should provide sufficient background information to provide a meaningful context. Criteria for evaluation will be co-constructed in class. Presentations will occur on December 10th and will comprise 10% of your final course grade.

Invitation: You are strongly encouraged to select a culminating project that is both personally and professionally meaningful, including projects that can be used as the basis for future research or other productive, scholarly endeavors. Should you wish to pursue the project after the conclusion of the course, including presenting or publishing the results, the instructor will provide additional guidance and feedback upon request.

III. Demonstration of Competencies Learned (Breadth of Content)

Expectation: You are expected to complete an initial concept map that demonstrates your understanding of educational assessment prior to participating in this course as well as a final concept map that demonstrates your understanding of educational assessment near completion of the course. Your initial concept map is due no later than 5:00 p.m. on Friday, August 30th and your final concept map is due by the start of class on Tuesday, December 10th. Your initial concept map will constitute 5% of your course grade while the final concept map will constitute 10% of your course grade, for a combined total of 15% of your course grade.

Expectation: You are expected to submit a summative evaluation portfolio that represents your best work on the course projects. This integrated portfolio should include an introduction section in the form of a reflection statement (described below) and separate sections consisting final drafts of your philosophy of assessment, learning outcomes, assessment rubric, the final assessment plan, and initial and final concept maps. The final section should include the course grade expectations sheet along with a detailed justification of the grade earned on each project that discusses any major revisions to projects after receiving feedback from the instructor or others. Your final portfolio will be presented to the instructor during an individually scheduled meeting during finals week (to occur no later than December 18th) and will be evaluated according to rubrics presented in class.

Expectation: You are expected to complete a reflective essay at the completion of the course in the form of the introduction to your final product evaluation portfolio, which should address each of the following:

- The course description and objectives;
- The overall content of the course;
- The significant authors or resources you examined, including citations and references;
- The assignments you completed;
- The significance of the course to your degree program, work experience, and/or professional goals;
- How your views of assessment evolved during the course or why they didn't evolve;
- The strengths and limitations of the submitted work, including how you might change them later;
- How/why you changed your products as a result of instructor feedback and/or self-reflection; and
- What this portfolio as a whole reveals about you as a learner.

This reflective essay will constitute 5% of course grade.

Invitation: You are strongly encouraged to solicit professional input and feedback from others when completing all products for this class. In other words, fully utilize your colleagues (including fellow students and the instructor).

Grading and Other Important Details

- **Course grades can be calculated as follows:** An A is 92% or above of all possible points with no absences, high quality work and thinking, and consistent contributions to each session, a B is 84 to 91%, a C is 76 to 83%, a D is 68 to 75%, and an F is less than 68% of all possible points and typically indicates a semester in which you didn't have the time or energy to devote yourself to learning the depth and breadth of the course topics. The specific contribution of each requirement to the grade is as follows:

<i>Product</i>	<i>Due Date</i>	<i>Value</i>
Lessons & Puzzles	Weekly	15
Initial Concept Map	8/30/13	5
Learning Outcomes	10/01/13	10
Rubric	10/15/13	10
Philosophy of Assessment	11/19/13	10
Culminating Project	12/03/13	25
Project Presentations	12/10/13	10
Final Concept Map	12/10/13	10
Course Reflection Paper (Portfolio Introduction)	12/18/13	5
Grade Expectation Sheet	12/18/13	0

- All of the assignments in this course are designed to assess the mastery of the course objectives. If you have questions how any assignment relates to the course purpose or objectives, please ask the instructor.
- ***Out of respect to the instructor and other students in the class, assignments are due at times specified on the syllabus or as extended by the instructor.*** (Note: The instructor will not modify assignment deadlines to be earlier than stated on the original syllabus without unanimous consent of all participants in the course.) Unless otherwise specified, assignments are due by the start of class (4:30 p.m.) and any assignment time-stamped after that time, even by a minute, is considered late. All assignments should be submitted through Blackboard's "submit assignment" link. ***Except in the case of a verifiable emergency, assignments will lose 20% of their point value per calendar day late.***
- Because all education professionals are expected to communicate well in writing, ***written assignments will be graded on their technical quality as well as content.*** All written assignments should be proofread carefully for spelling, grammar, and syntax. First drafts of assignments are rarely appropriate in graduate-level courses.
- Although self-evaluation and peer evaluation are a significant portion of your growth and development in this course, the instructor does final grading of the assignments. Upon the receipt of your Grade Expectation form, which will be after all other work for this class is fully complete, any inconsistencies between your expectation for a grade and the grade assigned will be discussed with the instructor. ***Interviews about grades and course assignments will be conducted with all students during finals week.***

- As the students in this course are typically working toward a doctorate in Education with an emphasis in Institutional Analysis, the products utilized for assessment are intended to be authentic to the professional experience of such individuals after graduation, though they also broadly apply to others interested in education at all levels. Thus, the products are primarily intended to promote the development of skills related to understanding, planning for, and implementing assessment. If you are not pursuing a doctorate in the Institutional Analysis track, the instructor will gladly work with you on an individual basis to develop products that will be meaningful to your professional goals. Any substituted course products must require similar levels of student effort and an agreement between the instructor and student must be finalized, in writing, by the end of the third week of the class.
- Use a realistic estimate when predicting the time you will need to complete the course activities and requirements. Although the option of taking an incomplete (“I”) is available to you at the end of the semester should you encounter an emergency or other unexpected events, it may mean that you will receive one letter grade decrease in your course grade.

If you find that you are falling behind or are experiencing difficulty in completing course assignments, please discuss the situation with the instructor as soon as possible so that mutually-negotiated accommodations can be made that will enable you to fulfill the requirements of the course and to avoid having to take an incomplete. University policy dictates that incomplete grades can only be given if at least two-thirds of the course requirements have been completed by the end of the grading period.

- In an effort to create a psychologically secure environment, students are expected to exhibit professional behavior and a scholarly disposition. Discussions and questions take place in an atmosphere of collegial exchanges. Teamwork and collegiality is a part of shared learning and is therefore expected in throughout the course.
- As all work in this class is expected to utilize APA (*6th edition*) style, learn and practice it early.

Drop and Add Policy

The standard drop/add policy for classes will be followed as determined by the Office of Registration and Records (<http://www.ndsu.edu/bisonconnection/registration/policies/registration/>).

Academic Integrity

The academic community is operated on the basis of honesty, integrity, and fair play. NDSU Policy 335: Code of Academic Responsibility and Conduct applies to cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the Office of Registration and Records. Informational resources about academic honesty for students and instructional staff members can be found at www.ndsu.edu/academic honesty. The following standards suitable to members of an academic community apply:

- NDSU University Senate Policy, Section 335: Code of Academic Responsibility and Conduct (<http://www.ndsu.edu/policy/335.htm>);
- The College of Human Development and Education’s Professional and Academic Honor Codes (http://www.ndsu.edu/fileadmin/hde/undergraduate/HDE_Honor_Code.pdf); and
- “Right and Responsibilities of Community: A Code of Student Behavior (2008, August) available from the dean of Student Life (MU 250) or on the NDSU Student Life website (http://www.ndsu.edu/fileadmin/studentlife/PDF_Files/CodeofStudentBehavior.pdf).

Notice: The instructor reserves the right to report academic integrity violations and assign a grade of “F” for the assignment or for the entire course as appropriate.

Intellectual Property Policy

Words and ideas are the intellectual property of the individuals who originated them. Thus, whenever you quote more than three words in sequence from any single source, you must enclose those words in quotation marks. Cite in parentheses the author of the book or article, the year of publication, and the number of the page on which the words were written (e.g., Fowler, 2009, p. 25). Include the complete citation of the source in your references at the end of your paper. Failure to follow these procedures will result in loss of points on any paper in which such failure occurs. Furthermore, failure to follow these procedures may be viewed as plagiarism and, thus, a violation of university policies that pertain to academic integrity.

Students with Special Needs

Any students with disabilities or other special needs who need special accommodations in this course are invited to share these concerns or requests with the instructor and contact the Disability Services Office as soon as possible.

Students Serving in the Military

Veterans and student soldiers with special circumstances or who are activated are encouraged to notify the instructor in advance.

Sexual Harassment

Please see the following link to review university policy and procedures regarding sexual harassment:
<http://www.ndsu.edu/policy/162.htm>

Religious Observances

Students have a right to expect that religious observances, practices, and beliefs will be respected and reasonably accommodated. Upon prior notification to the course instructor, students in this course will be excused from class or other scheduled academic activities to observe verifiable religious holy days. Students will be permitted a reasonable amount of time to make up the material or activities covered in their absence and will not be penalized because of religious observances.

Non-Discrimination

North Dakota State University does not discriminate on the basis of age, color, disability, gender expression/identity, genetic information, marital status, national origin, public assistance status, sex, sexual orientation, status as a U.S. veteran, race or religion. Direct inquiries to the Vice President for Equity, Diversity and Global Outreach, 205 Old Main, (701) 231-7708.

Possible Changes to the Syllabus

This syllabus is your contract for production in the course. If changes are made to it they will be announced in class and posted on the course website as soon as possible. No changes increasing requirements will be made without unanimous consent of the entire class as these might adversely affect your grade.

EDUC 721: Assessment Techniques for Educational Institutions
Tentative Course Schedule – Fall 2013

CLASS 1 – TUESDAY, AUGUST 27TH

Topic: Welcome & Introductions

Readings: Course Syllabus

Assignment: **Initial Concept Map Due 8/30/13 by 5:00p**

CLASS 2 – TUESDAY, SEPTEMBER 3RD

Topic: The Need for Assessment

Readings: Brandon, C. (2010). *The Five-Year Party: How Colleges Have Given Up on Education Your Child and What You Can Do About It*. Dallas, TX: BenBella Books. (Chapter 3, p. 45-76) [How Education Became Optional.]

Commission on the Future of Higher Education (2006) *A Test of Leadership: Charting the Future of U.S. Higher Education*. Washington, D.C.: U.S. Department of Education. (Skim entire document.)

Arum, R. & Roksa, J. (2010). *Academically Adrift: Limited Learning on College Campuses*. Chicago, IL: University of Chicago Press. (Chapter 1, p. 1-31.) [College Cultures and Student Learning.]

Bok, D. (2006). *Our Underachieving Colleges: A Candid Look At How Much Students Learn and Why They Should Be Learning More*. Princeton, NJ: Princeton University Press. (Intro & Chapter 1, p. 1-30). [Introduction. / The Evolution of American Colleges.]

Assignment: **L&Ps Due by 4:30 p.m.**

CLASS 3 – TUESDAY, SEPTEMBER 10TH

Topic: Assessment Overview

Readings: Middaugh, M. F. (2010). *Planning and Assessment in Higher Education: Demonstrating Institutional Effectiveness*. San Francisco, CA: Jossey-Bass. (Chapters 1-2, p. 1-46). [The National Context for Assessment. / Starting at the Beginning: Mission-Driven Planning and Assessment.]

Suskie, L. (2009). *Assessing Student Learning: A Common Sense Guide (2nd Ed.)*. San Francisco, CA: Jossey-Bass. (Chapters 1-3, p. 1-54). [What Is Assessment? / How Can Student Learning Be Assessed? / What Is Good Assessment?]

Miller, A. H., Imrie, B. W., & Cox, K. (1998). *Student Assessment in Higher Education: A Handbook for Assessing Performance*. London: Kogan Page, Ltd. (Chapter 2, p. 23-40). [Functions of Assessment.]

Assignment: **L&Ps Due by 4:30 p.m.**

CLASS 4 – TUESDAY, SEPTEMBER 17TH

Topic: Assessment Overview, Continued

Readings: Suskie, L. (2009). *Assessing Student Learning: A Common Sense Guide (2nd Ed.)*. San Francisco, CA: Jossey-Bass. (Chapter 4-8, p. 55-134). [Why Are You Assessing Student Learning? / The Keys to a Culture of Assessment: Tangible Value and Respect / Supporting Assessment Efforts with Time, Infrastructure, and Resources / Organizing an Assessment Process / Developing Learning Goals]

Huba, M. E. & Freed, J. E. (1999). *Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning*. Columbus, OH: Allyn & Bacon. (Chapter 2, p. 32-64). [Understanding Hallmarks of Learner-Centered Teaching and Assessment.]

Astin, A. W. & Associates. (1996). *9 Principles of Good Practice for Assessing Student Learning*. Washington, D.C.: American Association for Higher Education.

Various Authors. (2013). *Principles for effective Assessment of Student Achievement*.

Miller, R. & Leskes, A. (2005). *Levels of Assessment: From the Student to the Institution*. Washington, D.C.: Association of American Colleges and Universities. (Read Entire Document.)

Assignment: L&Ps Due by 4:30 p.m.

CLASS 5 – TUESDAY, SEPTEMBER 24TH

Topic: Outcomes Assessment

Readings: Maki, P. L. (2004). *Assessing for Learning: Building a Sustainable Commitment across the Institution*. Sterling, VA: Stylus Publishing. (Chapter 3, p. 59-84). [Making Claims About Student Learning Within Contexts for Learning.]

Bresciani, M. J., Gardner, M. M., & Hickmott, J. (2009). *Demonstrating Student Success: A Practical Guide to Outcomes-Based Assessment of Learning and Development in Student Affairs*. Sterling, VA: Stylus Publishing. (Chapters 1-2 , p. 3-28). [History and Development of Outcomes-Based Assessment. / Definition and Rationale for Outcomes-Based Assessment.]

Driscoll, A. & Wood, S. (2007). *Outcomes-Based Assessment for Learner-Centered Education: A Faculty Introduction*. Sterling, VA: Stylus Publishing. (Chapter 3, p. 49-73). [Outcomes: Articulating Our Learning Expectations.]

Banta, T. W., & Associates. (2002). *Building a Scholarship of Assessment*. San Francisco, CA: Jossey-Bass. (Chapter 14, p. 261-283). [Characteristics of Effective Outcomes Assessment: Foundations and Examples.]

Banta, T. W. (2004). *Hallmarks of Effective Outcomes Assessment*. San Francisco, CA: Jossey-Bass. (Introduction, p. 1-8). [What Are Some Hallmarks of Effective Practice in Assessment.]

Assignment: L&Ps Due by 4:30 p.m.

CLASS 6 – TUESDAY, OCTOBER 1ST

Topic: Rubrics

Readings: Suskie, L. (2009). *Assessing Student Learning: A Common Sense Guide (2nd Ed.)*. San Francisco, CA: Jossey-Bass. (Chapter 9, p. 135-154). [Using a Scoring Guide or Rubric to Plan and Evaluate an Assignment]

Stevens, D. D. & Levi, A. J. (2012). *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning (2nd ed.)*. Sterling, VA: Stylus Publishing. (Chapters 1-7, p. 1-108). [Part I: Introduction to Rubrics. / Part II: Rubric Construction and Use in Different Contexts. *Note:* Skim entire text.]

Assignment: L&Ps and Learning Outcomes due by 4:30 p.m.

CLASS 7 – TUESDAY, OCTOBER 8TH

Topic: Classroom Assessment

Readings: Angelo, T. A. & Cross, K. P. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers (2nd Ed.)*. San Francisco, CA: Jossey-Bass. (Chapters 1, 6, and 11, p. 1-12, 105-114, and 381-388). [What is Classroom Assessment? / Choosing the Right Technique. / Taking the Next Steps in Classroom Assessment and Research.]

Banta, T. W. (2007). *Assessing Student Achievement in General Education*. San Francisco, CA: Jossey-Bass. (Chapters 12 and 14, p. 64-70 and 77-83.) [Closing the Feedback Loop in Classroom-Based Assessment. / Course-Embedded Assessment: A Teaching Strategy to Improve Student Learning.]

Walvoord, B. E. & Anderson, V. J. (2010). *Effective Grading: A Tool for Learning and Assessment in College (2nd Ed.)*. San Francisco, CA: Jossey-Bass. (Chapter 4, p. 35-60). [Establishing Criteria and Standards for Grading.]

Suskie, L. (2009). *Assessing Student Learning: A Common Sense Guide (2nd Ed.)*. San Francisco, CA: Jossey-Bass. (Chapters 10-11, p. 155-182). [Creating an Effective Assignment. / Writing a Traditional Test]

Assignment: L&Ps Due by 4:30 p.m.

CLASS 8 – TUESDAY, OCTOBER 15TH

Topic: Program/Departmental/Discipline Assessment

Readings: Banta, T. W. (2007). *Assessing Student Learning in the Disciplines*. San Francisco, CA: Jossey-Bass. (Introduction and Chapter 3, p. 1-6, 17-19). [Assessing Student Learning in the Disciplines. / Student Competence as the Basis for Designing Curricula, Instruction, and Assessment.]

Walvoord, B. E. (2004). *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education*. San Francisco, CA: Jossey-Bass. (Chapter 3, p. 49-66). [For Departments and Programs.] *Note:* A second edition (2010) is also available.

Payne, M. & Miller, M. (2009). A collaborative approach to assessment: The Assessment and Improvement Management System (AIMS). *Issues in Teacher Education*, 18(1), 149-160.

Secolsky, C. & Denison, D. B. (2011). *Handbook on Measurement, Assessment, and Evaluation in Higher Education*. London, UK: Routledge. (Chapter 3, p. 31-46). [Student Learning Outcomes Assessment at the Program and Institutional Levels.]

Allen, M. J. (2003). *Assessing Academic Programs in Higher Education*. Bolton, MA: Anker Publishing Company. (Chapters 5-6, p. 75-130). [Direct Assessment Techniques. / Indirect Assessment Techniques.]

Assignment: L&Ps and Assessment Rubric due by 4:30 p.m.

CLASS 9 – TUESDAY, OCTOBER 22ND

Topic: Graduate Program Assessment

Readings: Banta, T. W. (2007). *Assessing Student Learning in the Disciplines*. San Francisco, CA: Jossey-Bass. (Chapter 15, p. 68-70). [Assessing Student Learning in Graduate Programs.]

Maki, P. L. & Borkowski, N. A. (2006). *The Assessment of Doctoral Education: Emerging Criteria and New Models for Improving Outcomes*. Sterling, VA: Stylus Publishing. (Chapters 1 and 5, p. 11-52 and 145-162.) [Changing Our Thinking About Assessment At the Doctoral Level. / Using the Assessment Process to Improve Doctoral Programs.]

Lovitts, B. E. (2007). *Making the Implicit Explicit: Creating Performance Expectations for the Dissertation*. Sterling, VA: Stylus Publishing. (Chapters 2-3, p. 19-58). [Achieving Excellence. / Universal Qualities of a Dissertation.]

Assignment: L&Ps Due by 4:30 p.m.

Class 10 – Tuesday, October 29th

Topic: General Education Assessment

Readings: Allen, M. J. (2006). *Assessing General Education Programs*. Bolton, MA: Anker Publishing. (Chapter 1, p. 1-33). [General Education Programs.]

Adelman, C., Ewell, P., Gaston, P., & Schneider, C. G. (2011). *The Degree Qualifications Profile: Defining Degrees: A New Direction for American Higher Education to Be Tested and Developed in Partnership with Faculty, Students, Leaders, and Stakeholders*. Washington, D.C.: Lumina Foundation for Education, Inc.

Rhodes, T. (2010). *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics*. Washington, DC: Association of American Colleges and Universities. [VALUE Rubrics.]

Suskie, L. (2009). *Assessing Student Learning: A Common Sense Guide (2nd Ed.)*. San Francisco, CA: Jossey-Bass. (Chapter 12, p. 183-201). [Assessing Values, Attitudes, Dispositions, and Habits of Mind]

Assignment: L&Ps Due by 4:30 p.m.

Class 11 – Tuesday, November 5th

Topic: Measurement and Assessment Portfolios

- Readings:* Middaugh, M. F. (2010). *Planning and Assessment in Higher Education: Demonstrating Institutional Effectiveness*. San Francisco, CA: Jossey-Bass. (Chapter 4, p. 89-107). [A Core Issue in Institutional Effectiveness: Developing Sensible Measures of Student Learning]
- Hathcoat, J. D. (2013). Validity semantics in educational and psychological assessment. *Practical Assessment, Research & Evaluation, 18*(9), 1-14.
- Secolsky, C. & Denison, D. B. (2011). *Handbook on Measurement, Assessment, and Evaluation in Higher Education*. London, UK: Routledge. (Chapters 9 and 16, p. 117-131 and 216-228). [Classical Test Theory and Higher Education. / Issues in the Analysis of Change.]
- Suskie, L. (2009). *Assessing Student Learning: A Common Sense Guide (2nd Ed.)*. San Francisco, CA: Jossey-Bass. (Chapters 13-14, p. 202-230). [Assembling Assessment Information into Portfolios. / Selecting a Published Test or Survey.]
- Banta, T. W. (2003). *Portfolio Assessment: Uses, Cases, Scoring, and Impact*. San Francisco, CA: Jossey-Bass. (Introduction & Chapters 1, 2, and 4, p. 1-14, 15-23). [Why Portfolios. / Using Portfolios to Assess the Impact of Curriculum. / Benefits, Issues of Implementation, and Reflections on Its Use. / Electronic Portfolios and the Assessment of Student Learning.]
- Rhodes, T. L. (2011). Making learning visible and meaningful through electronic portfolios. *Change: The Magazine of Higher Learning, 43*(1), 6-13.

Assignment: L&Ps Due by 4:30 p.m.

Class 12 – Tuesday, November 12th

Topic: Student Affairs Assessment

- Readings:* Upcraft, M. L., Schuh, J. H., & Associates. (1996). *Assessment in Student Affairs: A Guide for Practitioners*. San Francisco, CA: Jossey-Bass. (Chapter 1, p. 3-31). [Why Student Affairs Needs a Comprehensive Approach to Assessment.]
- Schuh, J. H. & Associates. (2009). *Assessment Methods for Student Affairs*. San Francisco, CA: Jossey-Bass. (Chapters 1 and 10, p. 1-22, 231-248). [Assessment as an Essential Dimension of Contemporary Student Affairs Practice. / Looking to the Future of Assessment.]
- Banta, T. W. (2010). A missing link in assessment: Collaboration between academic and student affairs professionals. *Change: The Magazine of Higher Learning, 30*(2), 40-46.
- Banta, T.W., & Associates. (2002). *Building a Scholarship of Assessment*. San Francisco, CA: Jossey-Bass. (Chapter 6, p. 100-128). [The Scholarly Assessment of Student Development.]

Assignment: L&Ps Due by 4:30 p.m.

Class 13 – Tuesday, November 19th

Topic: Academic Program Review

- Readings:* Banta, T. W. (2004). *Hallmarks of Effective Outcomes Assessment*. San Francisco, CA: Jossey-Bass. (Chapter 11, p. 62-67). [Assessment and Program Review: Linking Two Processes.]
- Dickeson, R. C. (2010). *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance*. San Francisco, CA: Jossey-Bass. (Chapters 4-5, p.53-87). [Defining What Constitutes a Program. / Selecting Appropriate Criteria.]
- Bresciani, M. J. (2006). *Outcomes-Based Academic and Co-Curricular Program Review*. Sterling, VA: Stylus Publishing. (Chapters 2 and 3, p. 7-62). [Why Outcomes-Based Undergraduate Academic Assessment Is So Important to the Future of Higher Education. / Overview of Outcomes-Based Assessment Program Review.]

Assignment: L&Ps and Philosophy of Assessment Due by 4:30 p.m.

Class 14 – Tuesday, November 26th

Topic: Planning for Assessment

Readings: Banta, T. W. (2009). *Designing Effective Assessment: Principles and Profiles of Good Practice*. San Francisco: Jossey-Bass. (Chapters 1 and 4, p. 3-9 and 31-54. [Planning Effective Assessment. / Good Practice in Implementing Planning.]
Diamond, R. M. (2008). *Designing and Assessing Courses and Curricula: A Practical Guide*. San Francisco, CA: Jossey-Bass. (Chapters 14-15, p. 161-184). [Designing and Implementing Your Assessment Plan: Overview and Assessing a Curriculum. / Assessing a Course.]
Suskie, L. (2004). *Assessing Student Learning: A Common Sense Guide*. San Francisco, CA: Jossey-Bass. (Chapter 4, p. 51-72). [Creating an Assessment Plan.]

Assignment: L&Ps Due by 4:30 p.m.

Class 15 – Tuesday, December 3rd

Topic: Closing the Loop

Readings: Suskie, L. (2009). *Assessing Student Learning: A Common Sense Guide (2nd Ed.)*. San Francisco, CA: Jossey-Bass. (Chapters 15-19, p. 231-322). [Setting Benchmarks or Standards. / Summarizing and Analyzing Assessment Results. / Sharing Assessment Results with Internal and External Audiences. / Using Assessment Results Effectively and Appropriately. / Keeping the Momentum Going.]
Banta, T. W. & Blauch, C. (2011). Closing the assessment loop. *Change: The Magazine of Higher Learning*, 43(1), 22-27.

Assignment: L&Ps and Culminating Project Due by 4:30 p.m.

Class 16 – Tuesday, December 10th

Topic: Project Presentations

Readings: None.

Assignment: Presentation and Final Concept Map Due by 4:30 p.m.

Monday, December 16th through Wednesday, December 18th

Topic: Student Interviews, As Scheduled

Readings: None

Assignment: Course Reflection, Portfolio, and Grade Expectation Sheet Due at Interview

Course Outcomes Map

EDUC 721: Assessment Techniques for Educational Institutions – Fall 2013

COURSE OBJECTIVE <i>What the instructor intends to do</i>	COURSE TOPIC <i>When it will be covered</i>	LEARNING OUTCOME <i>What students should be able to do</i>	ASSESSMENT <i>How student achievement will be measured</i>
I. Provide an overview of assessment in educational institutions;	1. Welcome & Introductions; 2. The Need for Assessment; 3. Assessment Overview; 4. Assessment Overview, Continued	A. Demonstrate a detailed understanding of assessment concepts, approaches, and processes; B. Demonstrate a coherent philosophy of assessment;	a. Lessons & Puzzles; b. Concept Maps; c. Philosophy Statement (Within Course Portfolio)
II. Explore various ways in which assessment is used in educational institutions;	5. Outcomes Assessment; 7. Classroom Assessment; 8. Program/Departmental/Discipline Assessment; 9. Graduate Program Assessment; 10. General Education Assessment; 12. Student Affairs Assessment; 13. Academic Program Review	C. Write clear and assessable student learning outcomes; D. Apply and synthesize scholarly literature concerning assessment concepts, approaches, and processes;	d. Learning Outcomes; e. Culminating Project
III. Introduce assessment tools and measurement theory;	6. Rubrics; 11. Measurement and Assessment Portfolios	E. Develop a measure of an articulated learning outcome; F. Compile and present best work for assessment purposes;	f. Outcome Rubric; g. Course Portfolio
IV. Discuss the cycle of continuous improvement (e.g., Assessment Cycle)	14. Planning for Assessment; 15. Closing the Loop	G. Effectively present scholarly information about assessment at a professional level orally.	h. Presentation