

**NORTH DAKOTA STATE UNIVERSITY**  
**EDUC 721: Assessment Techniques for Educational Institutions**  
**Course Syllabus – Spring 2012**  
*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		

**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 higher 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 Learning Objectives**

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

1. Demonstrate a detailed understanding of assessment concepts, approaches, models, and processes;
2. Identify and explain the historical elements that shaped the accountability and performance standards of institutional effectiveness, assessment, and accreditation for higher education;
3. Discuss current trends and issues affecting institutional planning and assessment in higher education;
4. Design an effective and cost-efficient assessment plan for a course, program, department/office; service area, or an entire institution;

**Course Readings**

Middaugh, M. F. (2010). *Planning and assessment in higher education: Demonstrating institutional effectiveness*. San Francisco: Jossey-Bass.

Stevens, D. D. & Levi, A. J. (2005). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning*. Sterling, VA: Stylus Press. (Note: A second edition of this text will be published in March, 2012.)

Suskie, L. (2009). *Assessing student learning: A common sense guide (2<sup>nd</sup> 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.

### Course Format

The course will be taught primarily face-to-face using the IVN system and may be supplemented with online work using Blackboard and Wimba Classroom. Additionally, course readings will be posted on Blackboard, and all assignments are expected to be submitted using the Blackboard digital drop box as described below.

### 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 5-10 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 a Wimba classroom.

## 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 (✓<sup>+</sup>, 100% credit), pass (✓, 90% credit), low pass (✓<sup>-</sup>, 80% credit), very low pass (–, 70% credit), or unacceptable (X, no credit), and in total will comprise 30% 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.

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 February 14<sup>th</sup> 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 February 28<sup>th</sup> and will comprise 10% of your course grade.

Expectation: You are expected to develop an assessment plan for a course, program, department/office; service area, or an entire institution that would promote the improvement of student 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, and general timeline for gathering evidence, how the resulting data will be analyzed, and how the results will be utilized. The assessment plan should adhere to the guidelines presented in the readings and in class. Your completed assessment plan is due on April 24<sup>th</sup> and will comprise 20% 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 April 10<sup>th</sup> and will comprise 10% of your course grade.

Invitation: You are strongly encouraged to select a final unit of analysis that is both personally and professionally meaningful, including units that can be used as the basis for future research or other productive, scholarly endeavors. This includes selecting outcomes that can be measured with the use of a well-designed rubric and which can then be integrated into your final assessment plan. 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, January 13<sup>th</sup> and your final concept map is due by the start of class on May 1<sup>st</sup>. 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 May 9<sup>th</sup>) 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><b>Product</b></i>	<i><b>Due Date</b></i>	<i><b>Value</b></i>
Lessons & Puzzles	Weekly	30
Initial Concept Map	1/13/12	5
Identification of Learning Outcomes	2/14/12	10
Development of Rubric	2/28/12	10
Philosophy of Assessment	4/10/12	10
Development of Assessment Plan	4/24/12	20
Final Concept Map	5/1/12	10
Course Reflection Paper (Portfolio Introduction)	5/9/12	5
Grade Expectation Sheet	5/9/12	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.*** In the case that an assignment is submitted in multiple parts, it will be counted as if the entire assignment is submitted at the time of the latest time-stamp.
- 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 (*6<sup>th</sup> 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/>).

### **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.

### **Academic Integrity**

All work in this course must be completed in a manner consistent with standards suitable to members of an academic community. The following specific policies apply:

- “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](http://www.ndsu.edu/fileadmin/studentlife/PDF_Files/CodeofStudentBehavior.pdf));
- The College of Human Development and Education’s Professional and Academic Honor Codes ([http://www.ndsu.edu/fileadmin/hde/undergraduate/HDE\\_Honor\\_Code.pdf](http://www.ndsu.edu/fileadmin/hde/undergraduate/HDE_Honor_Code.pdf)); and
- NDSU University Senate Policy, Section 335: Code of Academic Responsibility and Conduct (<http://www.ndsu.edu/fileadmin/policy/335.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.

### **Students with Disabilities**

Any student with disabilities or other special needs who needs special accommodations in this course is invited to share these concerns or requests with the instructor 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/fileadmin/policy/162.pdf>).

### **Possible Changes in 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 – Spring 2012**

**CLASS 1 – TUESDAY, JANUARY 10<sup>TH</sup>**

*Topic:* Welcome & Introductions

*Readings:* Course Syllabus

*Assignment:* **Initial Concept Map Due 1/13 by 5:00p**

**CLASS 2 – TUESDAY, JANUARY 17<sup>TH</sup>**

*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, JANUARY 24<sup>TH</sup>**

*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 (2<sup>nd</sup> 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, JANUARY 31<sup>ST</sup>**

*Topic:* Assessment Overview, Continued

*Readings:* Suskie, L. (2009). *Assessing Student Learning: A Common Sense Guide (2<sup>nd</sup> 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.



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, FEBRUARY 7<sup>TH</sup>**

*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, FEBRUARY 14<sup>TH</sup>**

*Topic:* Rubrics

*Readings:* Suskie, L. (2009). *Assessing Student Learning: A Common Sense Guide (2<sup>nd</sup> 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. (2005). *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning*. Sterling, VA: Stylus Publishing. (Chapters 1-7, p. 1-110). [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, FEBRUARY 21<sup>ST</sup>**

*Topic:* Classroom Assessment

*Readings:* Angelo, T. A. & Cross, K. P. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers (2<sup>nd</sup> 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 (2<sup>nd</sup> 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 (2<sup>nd</sup> 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, FEBRUARY 28<sup>TH</sup>**

*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, MARCH 6<sup>TH</sup>**

*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.*

**Tuesday, March 13<sup>th</sup>**

Spring Break – NO CLASS

**Class 10 – Tuesday, March 20<sup>th</sup>**

*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 (2<sup>nd</sup> Ed.)*. San Francisco, CA: Jossey-Bass. (Chapter 12, p. 183-201). [Assessing Values, Attitudes, Dispositions, and Habits of Mind]

Middaugh, M. F. (2010). *Planning and Assessment in Higher Education: Demonstrating Institutional Effectiveness*. San Francisco, CA: Jossey-Bass. (Chapter 3, p. 47-87). [Assessing Institutional Effectiveness: Student Issues]

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

### **Class 11 – Tuesday, March 27<sup>th</sup>**

*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]

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 (2<sup>nd</sup> 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, April 3<sup>rd</sup>**

*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.]

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. (2006). *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, April 10<sup>th</sup>**

*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, April 17<sup>th</sup>**

*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, April 24<sup>th</sup>**

*Topic:* Faculty/Administrative Effectiveness and Engagement

*Readings:* Middaugh, M. F. (2010). *Planning and Assessment in Higher Education: Demonstrating Institutional Effectiveness*. San Francisco, CA: Jossey-Bass. (Chapters 5-7, p. 109-172). [Maximizing Human and Fiscal Resources in Support of the Teaching/Learning Process. / A Comparative Context for Examining Data on Teaching Loads and Instructional Costs. / Measuring Administrative Effectiveness]  
Miller, C. & McWha, J. P. (2008). *Assessing Student Learning Outcomes: Best Practices for Engaging the Faculty*. Washington, D.C.: The Advisory Board Company. (Read Entire Document – Skim Best Practices.)

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

### **Class 16 – Tuesday, May 1<sup>st</sup>**

*Topic:* Closing the Loop

*Readings:* Suskie, L. (2009). *Assessing Student Learning: A Common Sense Guide (2<sup>nd</sup> 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.]  
Middaugh, M. F. (2010). *Planning and Assessment in Higher Education: Demonstrating Institutional Effectiveness*. San Francisco, CA: Jossey-Bass. (Chapters 8-9, p. 173-205). [Communicating Assessment Results. / Where Do We Go From Here?]

*Assignment: L&Ps and Final Concept Map Due by 4:30 p.m.*

### **Monday, May 7<sup>th</sup> through Wednesday, May 10<sup>th</sup>**

*Topic:* Student Interviews, As Scheduled

*Readings:* None

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