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LEAD 7820: Assessment and Evaluation in Higher Education  
3 Semester Hours  
Spring 2014

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**Dewar College of Education and Human Services  
Department of Curriculum, Leadership, and Technology  
Higher Education Leadership Program**

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**Conceptual Framework: Guiding Principles (DEPOSITS)**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

**Dispositions** Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity** Principle: All learners deserve high expectations and support.

**Process** Principle: Learning is a lifelong process of development and growth.

**Ownership** Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

**Support** Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact** Principle: Effective practice yields evidence of learning.

**Technology** Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

**Standards** Principle: Evidence-based standards systematically guide professional preparation and development.

## **REQUIRED TEXTBOOKS**

- Boulmetis, J. & Dutwin, P. (2005). *The ABCs of Evaluation: Timeless Techniques for Program and Project Managers*. New York, NY: John Wiley & Sons.
- Suskie, L. (2009). *Assessing Student Learning: A Common Sense Guide 2nd Edition*. San Francisco, CA: Jossey-Bass.
- Additional course readings posted in BlazeView

## **COURSE DESCRIPTION**

An introduction to the concept of institutional effectiveness which focuses on an institution's ability to use planning strategies and evaluation information to assess current performance and plan for improvements. The design and appropriate implementation of assessment evaluations methods as they relate to addressing various accreditation standards will be examined.

## **COURSE OBJECTIVES:**

1. Explain the purpose and role of assessment in higher education.
2. Demonstrate the basic methods and tools used in assessment and evaluation.
3. Research new and cutting-edge information regarding assessment and evaluation in higher education.
4. Develop an assessment plan that can be implemented in a college/university setting.
5. Implement ethical and professional standards for the practice of assessment and evaluation.

## **COURSE REQUIREMENTS**

*Online Assignments.* Because this is a hybrid course, some class sessions will be conducted online. Assignments such as discussion boards, worksheets, etc. may accompany these class sessions. All work for online assignments should be submitted via BlazeView.

*Article Summary.* Students will select an article of their interest from a peer-reviewed journal that relates to assessment and/or evaluation in higher education. The date of the article must be 2008 and beyond. We are reviewing information that is current, cutting-edge, and the latest in the field. Examples of possible journal selections are provided below; however, by no means is this list exhaustive:

*Assessment & Evaluation in Higher Education, Educational Assessment, Evaluation, & Accountability, Journal of Research, Assessment, & Evaluation, New Directions for Evaluation, New Directions for Higher Education, New Directions in Institutional Research, or New Directions for Student Services*

The assignment should be no more than 4 to 5 pages in length (reference page excluded). Summaries should include the following: (a) a synopsis of what the article is about summarizing the main points of the article, (b) a critique of the article including provide a rationale for the selection of the article, (c) a section regarding the implications of the findings of article for practitioners in the field, and (d) a complete citation using APA style. A handout will be provided.

*Institutional Research Assignment.* This assignment will provide a higher education practitioner experience locating and interpreting data. Instructions for this assignment are posted in BlazeView.

*Examinations.* Two examinations will be administered during the course. The first examination will cover information from the first half of the semester. The second examination is a comprehensive exam; however, it will cover mostly information from the second half of the semester.

*Assessment Proposal.* This assignment involves implementing all learned assessment skills and putting them together. Elements of the proposal will consist of a mission statement, proposed learning outcomes, assessment methods used, and potential impact. Instructions for this assignment are posted in BlazeView.

- Submit your proposed assessment plan department/program topic by 03/14/2014 in BlazeView under the Assessment Proposal Plan Guidelines module.

*Peer Institution Assessment.* Each student will be responsible for examining assessment practices at another institution or unit, and summarizing and sharing the results with the class. Instructions for this assignment are posted in BlazeView.

### **COURSE EVALUATION**

A possibility of 200 points can be accumulated throughout the course.

<b>Assignments</b>	<b>Total Points</b>	<b>Grading Scale</b>
Peer Assessment	30 points	A = 180 or More
Article Summary	20 points	B = 160 to 179
IR Assignment	20 points	C = 140 to 159
Examination 1	25 points	D = 120 to 139
Examination 2	25 points	F = Less than 120
Assessment Proposal	50 points	
Online Assignment 1	10 points	
Online Assignment 2	10 points	
Data Interpretation (in class)	10 points	
<b>Possible Total</b>	<b>200 points</b>	

Late assignments will not receive full credit. Check BlazeView for posted grades. Graded work will be returned within 2 weeks.

### **ATTENDANCE & CLASS PREPARATION POLICY**

Class attendance and participation is a major part of the course requirements. Because class discussions will focus on lectures, readings, and assignments, it is imperative students complete the readings and assignments and come prepared to discuss the information. Students who fail to come to class appropriately prepared will receive a 2 point grade deduction. Participation is also viewed as asking questions and providing scholarly insight and perspective. Regular class attendance is required and needed in order to successfully complete the course. Students are encouraged to be prompt and on time. Students who fail to have properly prepared for class will receive a 2 point deduction from their final grade. If a student has 2 unexcused absences, he or she will receive a 5 point reduction of his or her final grade.

### **PROFESSIONALISM**

All students are expected to display professional and respectful behavior at all times. Cell phones are not to be visibly displayed during class. Those you chose to use laptops, ipads, and other electronics

must sit in the front row of the class. It is imperative that students be respectful of one another, alert, attentive, prepared, and quiet while others are speaking. Failure to conduct oneself in a professional and respectful manner will result in a dismissal from class and will adversely affect your grade for that class period. Since disruptions interfere with the learning process, please do not talk while the professor or a class member is speaking.

When communicating with the instructor or peers through e-mail, students should use the BlazeView e-mail function in the online course shell. Students should include a subject for their emails, be polite and tactful, and maintain an appropriate degree of professionalism. Make sure your email begins with a salutation. The professor will respond to e-mails as soon as possible; however, please allow up to 48 hours to receive a response – especially over the weekend. Emails and phone messages received Friday afternoon and during weekend will not receive a response until the following week. Students should recognize that e-mail failures sometimes occur. Please be patient and resend the e-mail if several days pass with no response.

### **DEWAR COLLEGE OF EDUCATION AND HUMAN SERVICES POLICY STATEMENT ON PLAGIARISM**

The below information is quoted from VSU's Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-policies-and-procedures.php>).

The consequences for acts of academic dishonesty in the Dewar College of Education and Human Services are:

#### **FIRST OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<https://www.valdosta.edu/colleges/education/deans-office/documents/dew-concern-form.pdf>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-at-vsu.php>).

## SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<https://www.valdosta.edu/colleges/education/deans-office/documents/dew-concern-form.pdf>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-at-vsua.php>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

## **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, visit <http://www.valdosta.edu/student/disability/> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

## **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academics/academic-affairs/vp-office/sois/welcome.php>.

## COURSE SCHEDULE AND ASSIGNMENT DUE DATES

Class Meeting Date	Topic	Assigned Reading (Before Class)	Assignments	Course Objective
1/15/14	Introduction to the Course and Accreditation	Suskie- Chapter 1 and BlazeView readings		1
1/22/14	Learning Outcomes	Suskie- Chapters 2, 4, and 8 and BlazeView readings		1,2
1/29/14	Survey & Rubric Design	Suskie- Chapters 9, 11, and 13 Boulmetis-Chapter 8 and BlazeView readings	Article Summary due. Upload to BlazeView dropbox by 9am.	1,2
2/5/14	Introduction to Institutional Research	Boulmetis-Chapter 6 and BlazeView readings		1,3
2/12/14	Benchmarking & Peer Assessment	Suskie- Chapter 15 and BlazeView readings	IR Assignment due. Upload to BlazeView dropbox by 9am.	1,2,3
2/19/14	Examination I		Examination I.	1,2
	Assessing General Education	BlazeView readings		1,2
2/26/14 <i>online</i>	<i>Assessment Ethics</i>	BlazeView readings	<i>Online Assignment.</i>	1,5
3/5/14	Introduction to Evaluation Models	Boulmetis-Chapter 5	Submit your proposed assessment plan department/ program topic by 03/14/2014 in BlazeView under the Assessment Proposal Guidelines module.	1,2
3/12/14	Reporting Evaluation Results	Suskie- Chapters 16, and 17 Boulmetis- Chapters 7, 9	Peer Assessment due by 9:00am.	2,5
3/26/14	Strategic Planning	BlazeView readings	Data Interpretation assignment in class.	1,2,3
4/2/14 <i>online</i>	<i>Program Review &amp; Evaluation</i>	BlazeView readings	<i>Online Assignment.</i>	1,5

<b>Class Meeting Date</b>	<b>Topic</b>	<b>Assigned Reading (Before Class)</b>	<b>Assignments</b>	<b>Course Objective</b>
4/9/14	Assessment Proposal Presentations		Assessment Proposal Presentations.	1,2,3,4,5
4/16/14	Assessment Proposal Presentations		Assessment Proposal Presentations.	1,2,3,4,5
4/28/14	Portfolios		Portfolios	
5/5/14	Examination II		Examination II.	1,2,5

**Note: Please check BlazeView several times each week for additional materials, supplementary readings, and announcements.**