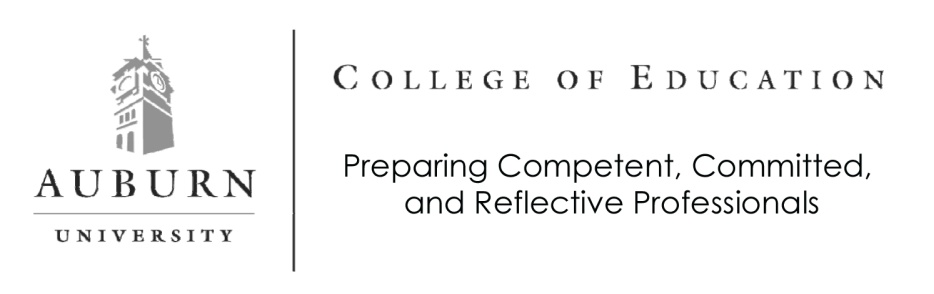
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AUBURN UNIVERSITY

**COURSE SYLLABUS**

**1. Course Number:** HIED 8200

**Instructor:** Dr. Abbygail Langham

**Program:** Administration of Higher Education

**Department:** Educational Foundations, Leadership, and Technology

**Course Title**: Assessment and Evaluation in Learning Organizations

**Credit Hours:** 3 semester hours

**Class Meetings:** Tuesdays, 5:00-7:50 pm, Haley Center 2461

**Canvas site:** auburn.instructure.com

**Office:**  Melton Student Center Suite 1203, phone (334) 844-8610

**Office Hours:** By appointment

**E-mail:** langhat@auburn.edu

**Prerequisites:**  None

**Corequisite:** None

**2. DATE SYLLABUS PREPARED:** August 16, 2022

**3. AUBURN UNIVERSITY COLLEGE OF EDUCATION VISION STATEMENT:**

“Our vision is one of transformation. We strive to be and prepare agents of change. We seek to establish and work collaboratively within socially responsive learning communities that value the mosaic of a diverse society. Our vision includes engaging in the continuous learning necessitated by a rapidly advancing world, identifying and addressing critical issues related to the education of all people, and using technology to broaden and support learning opportunities. It is a vision of change that embraces the inclusive, collaborative, and technological aspects of our mission. It is a vision that will establish us as a college representing educational advocacy and innovation in the 21st century.”

**4**. **AUBURN UNIVERSITY COLLEGE OF EDUCATION MISSION STATEMENT:**

“The mission of the College of Education is to build a better future for individuals, our state, our nation, and our world. We fulfill our mission by preparing competent, committed, and reflective professionals as we engage in outstanding teaching, cutting-edge research, and meaningful outreach.”

**5. RELATIONSHIP OF THIS COURSE TO THE COLLEGE OF EDUCATION CONEPTUAL FRAMEWORK:** The course closely connects to the College of Education’s Conceptual Framework. The framework was established using professional, state, and institutional standards as a guideline for selecting the following proficiencies: “competent, committed, and reflective professionals who have the knowledge, skills, and dispositions needed to activate the transformative, inclusive, collaborative, and technological aspects of the College’s mission and its intellectual philosophy”.

(<http://www.education.auburn.edu/conceptual-framework>)

**6. REQUIRED TEXT:** Banta, T. W., Palomba, C. A., Kinzie, J. (2014).

*Assessment essentials: Planning, implementing,*

*and improving assessment in higher education.*

San Francisco, CA: Jossey-Bass.

ISBN 978-1118903322

**RECOMMENDED TEXT:** Henning, G. W., & Roberts, D. (2016). Student affairs

assessment: Theory to practice. Stylus

Publishing, LLC.

Students are expected to check Canvas regularly for additional weekly readings and

resources.

**7. COURSE DESCRIPTION:** Study of assessment and evaluation practices that enable higher education organizations to use data for decision-making and improvement, with an emphasis on student affairs assessment.

**8. STUDENT LEARNING OUTCOMES FOR HIED 8200:** Upon completion of this course, students will be able to:

1. Recall key terms/concepts associated with assessment
2. Describe the history of assessment in higher education
3. Differentiate between learning and program outcomes
4. Construct learning and program outcomes
5. Identify appropriate methods for measuring outcomes
6. Describe difference between types of assessment
7. Objectively analyze a variety of data types used for decision-making
8. Apply processes for conducting an assessment project
9. Recommend uses of findings for improvement
10. Write a comprehensive final report about an assessment project
11. Share with stakeholders about an assessment project
12. Work in a group with an organization on an assessment project
13. Discuss current literature pertaining to the field of assessment (best practices, trends, issues, etc.)

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| --- | --- | --- |
| **COE Conceptual Framework** | **Course Outcomes** | **Evaluation Method** |
| **Competent Professionals** |  |  |
| Understand the central concepts, tools of inquiry, and structures of the content they teach or practice | Recall key terms/concepts associated with assessment; Describe the history of assessment in higher education;  Describe difference between types of assessment | Class Discussion, Mid-term Exam |
| Create learning experiences that make the content they teach or practice meaningful for individuals | Share with stakeholders about an assessment project | Group Project |
| Understand how individuals differ in their approaches to learning and create instruction or implement other professional practices adapted to this diversity | Recommend uses of findings for improvement; Write a comprehensive final report about an assessment project; Share with stakeholders about an assessment project | Group Project |
| Use knowledge of how individuals learn and develop to provide educational opportunities that support intellectual, social, and personal development | Work in a group with an organization on an assessment project | Group Project |
| Understand and use a variety of evidence-based processional practices in reasoned and flexible ways to encourage individual development of critical thinking, problem solving, and performance skills | Objectively analyze a variety of data types used for decision-making; Apply processes for conducting an assessment project | Class Discussion, Mid-term Exam, Group Project |
| Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. | Work in a group with an organization on an assessment project | Group Project |
| Use knowledge of effective verbal and non-verbal communication to foster active inquiry, collaboration, and supportive interaction in learning environments. | Share with stakeholders about an assessment project; Write a comprehensive final report about an assessment project | Group Project |
| Plan professional practices based upon knowledge of subject matter, individuals, the community, and identified goals. | Objectively analyze a variety of data types used for decision-making; Apply processes for conducting an assessment project ; Construct learning and program outcomes | Mid-Term Exam, Group Project |
| **COE Conceptual Framework** | **Course Outcomes** | **Evaluation Method** |
| **Competent Professionals (continued)** |  |  |
| Understand and use formal and informal assessment strategies to evaluate and ensure continuous progress toward identified goals. | Differentiate between learning and program outcomes; Construct learning and program outcomes; Identify appropriate methods for measuring outcomes; Describe difference between types of assessment; Objectively analyze a variety of data types used for decision-making; Apply processes for conducting an assessment project; Recommend uses of findings for improvement | Mid-Term Exam, Class Discussion, Group Project |
| Use technology in appropriate ways. | Share with stakeholders about an assessment project; Write a comprehensive final report about an assessment project | Group Project |
| **Committed Professionals** |  |  |
| Engage in responsible and ethical professional practices. | Objectively analyze a variety of data types used for decision-making | Mid-Term Exam, Group Project |
| Contribute to collaborative learning communities. | Work in a group with an organization on an assessment project | Group Project |
| Demonstrate a commitment to diversity. | Work in a group with an organization on an assessment project | Group Project |
| Model and nurture intellectual vitality. | Discuss current literature pertaining to the field of assessment (best practices, trends, issues, etc.) |  |
| **Reflective Professionals** |  |  |
| Analyze past practices to stimulate ongoing improvement of future practices. | Discuss current literature pertaining to the field of assessment (best practices, trends, issues, etc.); Objectively analyze a variety of data types used for decision-making | Class Discussion |

**9. REQUIREMENTS:** This is a 3 credit hour course. Students should expect to spend a minimum of 6-7 hours per week on assignments and preparation outside of class time.

**10.** **COMMUNICATION:** Auburn University TigerMail is the official communication tool for this class. Additionally, students are to use Canvas for resources and discussions. All assignments and discussions should be written in a scholarly manner, using APA Style 7th edition for references and citations within a text. All written assignments should be double-spaced, with 12-point Times New Roman font, 1-inch margins, and include a cover page and reference page (neither of which are included in the page length of the document). Phones, tablets, and laptops are welcome in the classroom for use on course related activities. Students must avoid regular, subtle use of devices (text, social media, etc.). Distractions, resulting from the use of electronic devices will result in a grade penalty (participation points).

**11.** **LATE WORK:** All discussions and assignments in this course are cumulative, building upon each other as the semester progresses. As such, it is crucial that the student complete his/her work on time. All assignments are due before (submitted via Canvas) the start of class. Late submissions of assignments/projects will result in a half-letter grade deduction per day. In the case of illness or other excused absence, students should give notification as soon as possible and before the deadline in question. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. A grade of incomplete will not be given except under extreme circumstances as determined by the instructor.

**12. ATTENDANCE AND PARTICIPATION:** Students are expected to attend all class meetings on time and participate in all classroom exercises, as found in the Student Policy eHandbook. Attendance and participation are essential for successful completion of the course. Active and mature participation includes asking questions, sharing experiences, and contributing to the class community. Each student is a part of the classroom community. The total learning environment depends upon the contributions of each individual. Absences must be handled like they would be in a contracted campus professional position: communicated and planned for in advance. Students are responsible for initiating arrangements for missed work due to excused absences. Since the class meets only once weekly for part of the semester and later in bi-weekly group meetings, excessive absences (more than two) may result in a lower grade for the course. Extenuating circumstances will be considered on an individual basis, especially if negotiated ahead of time. A successful HIED 8200 student demonstrates initiative in the area of participation. Students are responsible for adding to the knowledge base during class by discussing input prepared and gained from their readings and coursework. The quality (not the quantity) of participation is important. Students who come to class unprepared to discuss course material will be downgraded accordingly.

**13. EMERGENCY CONTINGENCY:** If normal class activities are disrupted due to illness, emergency, or a crisis situation the syllabus and other course plans and assignments may be modified to allow for completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**14. SPECIAL ACCOMODAITIONS:** Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. Students should submit an Accommodation Memo and Instructor Verification Form using AU Access. Students are responsible for following-up with the instructor about whether she received an email copy of these forms. If a student does not have these forms but needs accommodations, he/she can make an appointment with the Office of Accessibility -1228 Haley Center, (334) 844-2096.

Additional services are available on the website for Student Affairs, including Student Counseling & Psychological Services. (<http://studentaffairs.auburn.edu/department/>)

**15.** **HONOR CODE:** All portions of the Auburn University Honesty Code will apply in this class, as found in the Student Policy eHandbook.

**16.** **ARTICLE** **DISCUSSIONS:** Students are to come to class prepared to actively participate in a discussion of the day’s assignment and topics. Students are to be prepared to lead a class discussion on journal articles or book chapters (in addition to the assigned text chapters and any assigned additional reading) related to assessment in higher education. Students are to submit a one-page (minimum) summary of the article with a copy of the article attached (with a staple). Additionally, students are to post their summaries in Canvas for the class to see.

**17. GROUP PROJECT:** Groups of students (minimum three per group) will be assigned to different departments within Student Affairs to perform an assessment project. The aim of the group work is to provide an opportunity to participate in a professional assessment effort. In the process of this group work, students will learn to draw from their fellow students' skills and experiences. Each group will be required to:

* Post "Bi-Weekly Group Updates" using the Canvas site
* Schedule and attend "Bi-weekly, In-person Meetings with the Instructor" (used for coaching, feedback, and "next step" discussions)

Class will not meet regularly during the group project phase of the semester. Bi-weekly discussions will occur during scheduled class time on Tuesdays. Refer to section 21 of this syllabus for specific class meeting dates.

**18. GROUP PRESENTATION:** The group shall conduct an in-class presentation about the project. The instructor will give a group grade for the presentation. A "Presentation Peer Evaluation" (developed in/by the class) will be used for the rest of the class to provide feedback about the group presentation. In addition, a client evaluation will utilized. An additional professional presentation may be necessary to present processes and findings with staff members within the Student Affairs. The presentation includes a final professional document/report with an overview, findings, discussion, etc. Additionally, each group will be required to submit electronic copies of the presentation and materials.

**19. MID-TERM EXAM.** A mid-term exam will be administered online in Canvas

**20. GRADING AND EVALUATION PROCEDURES:** The final grade for the course will be based on the following:

Participation in Class/

Discussions/Group Meetings…... 200 pts.

Mid-term Exam ….………………. 300 pts.

Group Project Final Report………. 200 pts.

Group Presentation………………. 200 pts.

Presentation Peer Evaluation….…. 100 pts.

Total……………………… 1,000 points

Consistent, high quality, work over the entire semester is expected. Students will be evaluated on their timely, thoughtful, and thorough completion of assignments, the depth of their exploration and consideration, as well as their levels of professional competence in the presentation of their work.

Grades will be assigned according to the following criteria:

**A** Reserved for exemplary work that is well crafted, professional, and complete; well beyond the description of the stated learning outcomes; demonstrates a significant understanding of the material and mastery and integration of the required skills and concepts; and reflects an attitude of exploration, objectivity, and a willingness to benefit from constructive criticism.

**B** Given for superior work that is well crafted, professional, and complete; demonstrates a clear understanding of the material and sufficient competency of required skills and concepts; and is attended to with an open and inquisitive attitude.

**C** Given for satisfactory work that is complete, meets all of the required learning outcomes, demonstrates a basic understanding of the material yet reflects some notable deficiencies.

**D** Given for failing work or work that is incomplete, does not demonstrate an understanding of the stated learning outcomes, and/or indicates a serious deficiency in the mastery of key concepts and material. This work may be attended to with a close-minded attitude and/or reveals lack of self-motivation.

**F** Given for failing work or work that is significantly incomplete or missing, does not demonstrate an understanding of the stated learning outcomes, and/or serious deficiencies in the mastery of key concepts and material. This work may be attended to with a close-minded attitude or reveals a lack of self-motivation.

The following grading scale will be used:

900 - 1000 = A

800 - 899 = B

700 - 799 = C

600 - 699 = D

Below 600 = F

**21. COURSE CONTENT:**

**I. Chapters 1-2: “Defining Assessment” and “The Essentials of Assessment”**

A. Definitions

B. History

C. Planning

D. Implementing

E. Improving

**II. Chapters 3-4: “Engaging Faculty and Students in Assessment” and “Setting Expectations and Preparing to Select Measures”**

A. Essential Engagement of Stakeholders

B. Strategic Planning

C. Methods Overview

D. Instruments

# III. Chapters 5-6: “Using Direct Measures” and “Using Indirect Assessment Methods”

A. Classroom Assessment

B. Direct Methods of Measurement

C. Indirect Methods of Measurement

**IV. Chapters 7-9: “Assessing Learning in the Major,” “Assessing Learning in General Education,” and “Assessing Student Learning and Program Effectiveness in Student Affairs”**

A. Capstone and Portfolio Projects

B. Experiential Education

C. Experiential Learning

D. General Education

E. Student Affairs Assessment and Strategic Planning

**VI. Chapters 10-12: “Analyzing, Reporting, and Using Assessment Results,”**

**“Assessing Institutional Effectiveness,” and “Summing Up”**

A. Understanding, Reporting and Sharing Results

B. Preparing and Conducting Institutional Effectiveness Assessment

C. Trends and Challenges

**22. IMPORTANT DATES AND DEADLINES:** The instructor retains the right the refine the following schedule throughout the semester as needed. Note: Student Groups will be expected to set a date before group project work can begin to connect with “Client” Partners. Instructor must be included in this meeting with each group/client. This meeting will likely need to take place during AU business hours.

August 16 Week 1. First class session, introductions, syllabus, Assessment Article Discussion, etc.

August 23 Week 2. Assessment Article Discussion; Class discussion on "Defining Assessment” and “The Essentials of Assessment" – Chapters 1 and 2; Check Canvas for any additional reading for class discussions. Week 2 or 3 depending--Assign groups and schedule first “Bi-weekly, In-person Meeting with the Instructor.”

August 30 Week 3. Assessment Article Discussion; Class discussion on “Engaging Faculty and Students in Assessment” and “Setting Expectations and Preparing to Select Measures” – Chapters 3 and 4; Check Canvas for any additional reading for class discussions.

September 6 Week 4. Assessment Article Discussion; Class discussion on “Using Direct Measures” and “Using Indirect Assessment Methods” – Chapters 5 and 6; Check Canvas for any additional reading for class discussions

September 13 Week 5. Assessment Article Discussion; Class discussion on “Assessing Learning in the Major”, “Assessing Learning in General Education,” and “Assessing Student Learning and Program Effectiveness in Student Affairs” – Chapters 7, 8, and 9; Check Canvas for any additional reading for class discussions

September 20 Week 6. Assessment Article Discussion; Class discussion on “Analyzing, Reporting, and Using Assessment Results,” “Assessing Institutional Effectiveness,” and “Summing Up” – Chapters 10, 11 and 12; Discussion on Equity in Assessment; Check Canvas for any additional reading for class discussions; Mid-term exam available in Canvas starting September 20 at 7:00 PM. Mid-term exam due on September 27 by 5:00 PM.

September 27 Week 7. Begin work on group projects (no formal class meeting); Attend "Bi-weekly, In-person Meeting with the Instructor."

October 4Week 8. Work on group projects (no formal class meeting); Post "Bi-Weekly Group Update" using Canvas. Schedule next "Bi-weekly, In-person Meeting with the Instructor."

October 11Week 9. Work on group projects (no formal class meeting); Attend "Bi-weekly, In-person Meeting with the Instructor."

October 18 Week 10. Work on group projects (no formal class meeting); Post "Bi-Weekly Group Update" using Canvas. Schedule next "Bi-weekly, In-person Meeting with the Instructor."

October 25 Week 11. Work on group projects (no formal class meeting); Attend "Bi-weekly, In-person Meeting with the Instructor."

November 1 Week 12. Work on group projects (no formal class meeting); Post "Bi-Weekly Group Update" using Canvas. Schedule next "Bi-weekly, In-person Meeting with the Instructor."

November 8 Week 13. Work on group projects (no formal class meeting); Attend "Bi-weekly, In-person Meeting with the Instructor."

November 15 Week 14. Work on group projects (no formal class meeting); Post "Bi-Weekly Group Update" using Canvas. Schedule next "Bi-weekly, In-person Meeting with the Instructor."

*November 22 Thanksgiving Break*

November 29Week 15. Resume meeting in the classroom or a Melton Student Center meeting room (location TBD). Group presentations. All work due. NOTE: Time of presentations will be outside of class meeting times and instead during AU business hours 7:45-4:45, likely from 9:00 AM -12:15 PM. Please mark your calendars in advance.