COLLEGE OF EDUCATION

Preparing Competent, Committed,
and Reflective Professionals

AUBURN UNIVERSITY
SYLLABUS

1. **Course Number:**   EDLD 8200
    Instructor: David DiRamio
    Course Title: Assessment and Evaluation in Learning Organizations
    Credit Hours: 3 semester hours
    Class Meetings: Tuesdays, 5:00 - 7:50 pm, Haley Center 3124
    Blackboard site: blackboard.auburn.edu
    Office: Haley Center 4096, phone (334) 844-3065
    Office Hours: Tuesdays and Wednesdays: 2:00 - 4:45; and by appointment
    E-mail: diramio@auburn.edu
    Prerequisites: None
    Corequisite: None

2. **Date Syllabus Prepared:** January 2, 2011

3. **Required Text:**   Preskill, H., & Torres, R. T. (1999). *Evaluative inquiry for learning in organizations.* Thousand Oaks, CA: Sage. ISBN 978-0761904540

    Wehlburg, C. M. (2008). *Promoting integrated and transformative assessment: A deeper focus on student learning.* San Francisco: Jossey-Bass. ISBN 978-0470261354

4. **Course Description:** Study of assessment and evaluation practices that enable learning organizations to use data for decision-making.

5. **Course Objectives:** Upon completion of this course, students will be able to:

    I. Describe how organizations are changing and what that means for assessment and evaluation practices;
    II. Apply a systems approach to assessing organizational culture;
    III. Discuss what it means to learn at the individual, team, and organizational level;
    IV. Describe the multiple roles that leaders play in learning organizations;

V. Describe differences between types of assessments;
VI. Analyze a variety of data types used for decision-making;
VII. Work in a group with an organization on mission and assessment;
VIII. Apply processes that facilitate evaluative inquiry and assessment in an learning organization; and
IX. Write a comprehensive final report including evaluative inquiry, assessment, and steps for developing a learning organization.

6. **Course Content:**

I. **Changing Organizations and Evaluation**
A. Introduction and theory
B. Change as status quo
C. Knowledge Era
D. The role of learning

II. **What is a Learning Organization and Why Bother?**
A. Meaning and history
B. Individual learning / Team learning
C. Systems approach to evaluative inquiry
D. Challenge
E. Models for organizational learning

III. **Evaluative Inquiry**
A. Learning processes
B. Dialogue
C. Reflection
D. Working on improvement
E. Conflict

IV. **Introduction to Assessment**
A. The basics
B. The "Assessment Movement"
C. Simple assessment model
D. Making improvements based on assessment

V. **Assessment for Organizational Leaders**
A. Embed assessment in the organization
B. Stakeholders and audiences
C. Establishing tasks and setting goals for assessment
D. Reporting

VI. **Assessment in Education**
    A.   Student learning
    B.   Assessment audit
    C.   Portfolios and standardized tests

7. **Course Requirements:**

I. **Regular attendance and class participation** are essential for successful completion of the course. Active and mature participation includes asking questions, sharing experiences, and contributing to the class community. You are part of a classroom community and 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. Since our 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 EDLD 8200 student demonstrates initiative in the area of participation. You are responsible for adding to the knowledge base during class by discussing input prepared and gained from your 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.

II. **Group project.** Groups of students (minimum three per group) will be assigned to different on-campus or off-campus units to perform an evaluative inquiry and assessment project. The aim of the group work is to provide an opportunity to assist in an evaluation and assessment effort. In the process of this group work, you will learn to draw from your fellow students' skills and experiences. Your group will be required to:

- Post "Bi-Weekly Group Updates" using Blackboard 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. Refer to section 10 of this syllabus for specific class meeting dates.

III. **Group Presentation.** The group shall conduct a class presentation about the project, assessment, and evaluative inquiry. A group grade will be given for the presentation. In addition, 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.

III. **Final Exam.** A final exam will be administered online in Blackboard during exam week. The exam will include multiple choice, short answer, and essay questions.

8.   **Grading and Evaluation Procedures:**

The final grade for the course will be based on the following:

      Class Participation in
         Discussion/Group Meetings…...... 200 pts.
      Group Project…………..……….... 200 pts.
      Group Presentation……………… 200 pts.
      Presentation Peer Evaluation….….. 100 pts.
      Final Exam ……………………..   <u>300 pts.</u>

          Total…………………… 1000 points

The following grading scale will be used:

      900 - 1000   = A
      800 - 899   = B
      700 - 799   = C
      600 - 699   = D
      Below 600   = F

9.   **Class Policy Statements:**

A.   Students are expected to attend all class meetings and participate in all classroom exercises (<u>Tiger Cub</u>, p. 73). Should students need to be absent for any reasons, please contact the course instructor before missing that class meeting.

B.   Students are responsible for initiating arrangements for missed work due to excused absences (<u>Tiger Cub</u>, p. 74)

C.   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. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, (334) 844-2096.

D.   All portions of the Auburn University Honesty Code can be found in the <u>Tiger Cub</u> (Title XII) will apply in this class.

E.   A grade of incomplete will not be given except under extreme circumstances as determined by the instructor.

10.   Important Dates & Deadlines

January 11	Week 1. First class session, introductions, syllabus, etc.
January 18	Week 2. "Learning Organizations & Evaluative Inquiry" Prepare for readings and discussion. Assigned readings in Blackboard folder "Week 2."
January 25	Week 3. "Learning Organizations & Evaluative Inquiry (cont'd)" Prepare for readings and discussion. Assigned readings in Blackboard folder "Week 3."
February 1	Week 4. "Introduction to Assessment." <u>Online class only</u> while instructor attending ASCA conference in St. Petersburg, FL. Feb 1-4. Assigned readings in Blackboard folder "Week 4."
February 8	Week 5. "Assessment (cont'd)." Prepare for readings and discussion. Assigned readings in Blackboard folder "Week 5." Assign groups.
February 15	Week 6. "Assessment (cont'd)." Prepare for readings and discussion. Assigned readings in Blackboard folder "Week 6." Class to create assessment rubrics.
February 22	Week 7. Begin group projects. <u>Post</u> "Bi-Weekly Group Update" using Blackboard. <u>Schedule</u> next "Bi-weekly, In-person Meeting with the Instructor." Note: Postings should be completed by Sunday of that week (example: Sunday, February 27 for Week 7).
March 1	Week 8. <u>Attend</u> "Bi-weekly, In-person Meeting with the Instructor."
March 8	Week 9. <u>Post</u> "Bi-Weekly Group Update" using Blackboard. <u>Schedule</u> next "Bi-weekly, In-person Meeting with the Instructor."
March 15	*No class. Spring Break!*
March 22	Week 10. <u>Attend</u> "Bi-weekly, In-person Meeting with the Instructor."
March 29	Week 11. <u>Post</u> "Bi-Weekly Group Update" using Blackboard. <u>Schedule</u> next "Bi-weekly, In-person Meeting with the Instructor."
April 5	Week 12. <u>Post</u> "Bi-Weekly Group Update" using Blackboard. While instructor attending MFRI meetings, Purdue Univ. April 5-6.
April 12	Week 13. <u>Attend</u> "Bi-weekly, In-person Meeting with the Instructor."
April 19	Week 14. <u>Post</u> "Bi-Weekly Group Update" using Blackboard.

April 26   Week 15. Resume meeting in the classroom. Group presentations. All
                  work due. Final exam available online starting April 29.

11.   **Relevant Journals/Periodicals/Other resources available in/through Auburn RBD Library:**

- Assessment Update

- Assessment and Evaluation in Higher Education

- Change Magazine

- Chronicle of Higher Education

- Educational Assessment

- Journal of Personnel Evaluation in Education

- Knowledge Management Magazine

- Management Learning

- Peer Review

- Sociology of Education

12.   **Web sites related to Organizational Learning, Assessment, and Evaluation:**

- AACU Assessment
  www.aacu-edu.org/issues/assessment

- Academic Leadership (online journal)
  http://www.academicleadership.org

- CTE: Best Practices in Higher Education
  cte.udel.edu/eval.htm

- Education Resources Information Center (ERIC)
  http://www.eric.ed.gov

- Internet Resources for Higher Education Outcomes Assessment
  www2.acs.ncsu.edu/UPA/assmt/resource.htm

- JMU: Assessment Resources
  www.jmu.edu/assessment/aresource.shtml

- The Appreciative Inquiry Commons
  http://appreciativeinquiry.cwru.edu/

- Practical Assessment, Research and Evaluation (online journal)
  http://pareonline.net/

- Society for Organizational Learning
  http://www.solonline.org/