HIED 637:01W Institutional Effectiveness and Outcomes Assessment
Fall 2012
Dates: Oct 19 – Dec 14
Monday, 5:30-8:10pm
Location: Mesquite Metroplex

Instructor: Derek Lester, PhD
Class Location: Mesquite Metroplex
Mesquite Office Hours: Monday, 4-5pm & 8:10-9pm, and by appointment.
Office Location: Universities Center at Dallas; 1901 Main Street, Suite 107; Dallas, TX 75201
Office Hours: Monday, 9am - 3pm; Wednesday & Thursday, Noon to 5pm; and by appointment
Office Phone: (206) 407-9904
Office Fax: (214) 915-1903
University Email Address: Derek.Lester@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:


Course Description:
This course examines the application of a variety of institutional assessment processes to the development, or improvement, of the organization and to the measurement of accountability. Special attention will be devoted to strategic planning as a necessary foundation for both assessment and development.

Student Learning Outcomes:
1. Differentiate among organizational assessment and student learning assessment.
2. Understand the overall mission for higher education based on the purpose of higher education in the United States.
3. Interpret mission statements of several institutions of higher education.
4. Demonstrate an understanding of the importance of strategic planning in higher education.
5. Understand the concepts of accountability and improvement in higher education and explain the basis and necessary requirements for institutional improvement in higher education.
6. Explain the purpose and different approaches of outcomes assessment in higher education.
7. Explain the concept of using assessment to improve practice in higher education.
8. Develop a plan to measure outcomes and identify appropriate methods for measuring outcomes.
9. Synthesize the role of outcomes assessment in institutional effectiveness.
10. Describe an effective higher education institution.

COURSE REQUIREMENTS
Instructional / Methods / Activities Assessments
Mission Statement Project
Students will present two mission statements from institutions of their choice. The presentation will be a compare/contrast of the similarities and differences of the two statements. The mission statements may come from an institution as a whole or it may come from a unit within an institution. However, the institutions/units compared must be of similar size and scope, such as two colleges or two departments of educational administration. Comparisons may include but is not limited to: a for-profit college and private liberal arts college, a large research university and a small region masters granting university, a community college/votech and traditional four-year institution, or two comparable departments within a large institution.

Presentation will be between 7 to 10 minutes. Supply with this presentation a brief power point (3-5 slides) and a one-page hand out for the class. Outline the compare/contrast findings in the presentation and handout.

The format of the presentation is as follows:
- Introduce the institutions
- Briefly describe the main points of the two mission statements
- Compare and contrast the mission statement
- Conclude with your impressions and/or thoughts on the similarities and differences.

Group Project
The students will be divided into groups that will research assessment instruments for institutional outcomes or student learning outcomes. Groups will choose a topic and then find 5 to 10 assessment instruments for that topic. Assessments instruments may be found in the literature or in commercially available resources.

Paper
- Provide a 3 to 5-page write-up of the material located that includes a brief (1 paragraph) summation of each assessment instrument.
- The paper outline will be as follows:
  - Introduction to the assessment topic and types of instruments
  - Brief description of Instruments

Presentation
- Create a 1-page handout of the findings to distribute to the class
• Present a 5-10 minute presentation of the findings

**Research Paper**
Students will write a 12 to 13-page research paper of any instructor approved institutional or student assessment topic. This assignment will be graded based in three segments: Proposal, research paper, and presentation.

The proposal is a 2 to 3-page outline of:
• Your scholarly/professional interest of an assessment topic
• University/College Setting
• Assessment Interests

Second Draft
• 5-pages of the paper draft are due
• Provide detailed outline
• Bibliography

The final research paper format will include:
• Introduction of the Topic: Professional Setting and Assessment Focus (1-page)
• Outline of the university/college professional setting (3-pages)
• Assessment Focus (2-pages)
  o Define: Program
• Assessment Criteria (2-pages)
• Methods of Assessment (2-pages)
• Implementation Strategy (2-pages)
• Conclusion (1-page)
• APA Bibliography

A research presentation will include:
• A 12 to 15-minute presentation of the research paper findings during the final course meeting.
  • The presentation’s format will follow the outline of the paper.
    o Professional Setting
    o Assessment Focus
    o Assessment Instrument
      ▪ Quant/Qual???
    o Assessment Implementation Plan
    o Conclusion
• The final presentation must have an accompanying Power Point presentation, or some other multi-media presentation format.
  o Use about 10 (or fewer) slides for the presentation.
  o Keep content on each slide to a bare minimum, and do not read off the slides.
  o Use of videos or photographs is encouraged but not required.

**Web-Enhanced Projects**
Reading Logs (On-line journals)
- For each assigned chapter of the Volkwein and Middaugh texts, submit a 2-page summary (approximately 500 words) with 3 or more questions/comments. Post the article summaries and questions into the eCollege Journal. Article summaries are posted under the Journal section because the reading and processing of ideas is a personal and contemplative experience. Each of the assigned readings deserves your time and calm, reflective thought. As doctoral students, the thoughtful processing of ideas is your main goal as you prepare to write a dissertation. Please enjoy this journaling process as you read and absorb this content.

Discussion post
- For each posted discussion questions, respond with two comments or questions to either the original question or to a colleague’s comment/question. The purpose of on-line discussion posts is to help facilitate the understanding of the material before the class period. Discussion posts will add to the depth of discussions during the in-class period because of the additional time in thought and conversation outside of class.

Final Exam
The final exam will be a cumulative exam of the Volkwein and Middaugh texts. The examine will be take home, distributed the last class meeting on December10. Students will submit the test into the eCollege dropbox on Thursday, December 13.

Attendance Policy
Class attendance is an integral part of the educational process. Students who miss class miss out on the dialectic process of exchanging ideas with the instructor and colleagues. One absence will not affect a student’s grade. A second absence will result in a 10% reduction of the total course grade. The third absence will result in a failing grade for the course.

Participation
Ten percent of the total course grade is dependent on individual students’ class participation. Every student is expected to contribute to class discussion every class period. One point is earned per day.

Grading
- Mission Statement Project (10%)
  - Paper (5%)
  - Presentation (5%)
- Group Project (10%)
  - Paper (5%)
  - Presentation (5%)
- Research Paper (35%)
  - 2-page proposal (Research paper topic, sources) (2%)
  - 5-page second draft (5%)
  - 12 to 13-page research paper (13%)
  - Presentation (10%)
- 2-page commentary of EACH week’s assigned reading, 1 pts. each (22%)
- Exam (13%)
- Participation (10%)

A = 4.0 = 90-100%
B = 3.0 = 80-89%
C = 2.0 = 70-79%
D = 1.0 = 65-69%
F = 0.0 = <65%

### TECHNOLOGY REQUIREMENTS

Some course assignments and internet-based research are required in this course. A computer, smart phone, or tablet with Internet access will be needed to complete some assignments. A wireless connection is available to students on campus. Computers are available for student use in the Gee Library, campus, and UCD computer labs. For more information concerning library or campus computer labs, visit [http://www.tamu-commerce.edu/library/](http://www.tamu-commerce.edu/library/)

### COMMUNICATION AND SUPPORT

**Interaction with Instructor Statement:**
Email me at Derek.Lester@tamuc.edu. I will reply to emails within 48 hours. Use only your TAMU-Commerce email when communicating with me. I may also be reached on my cell phone: (206) 407-9904.

### COURSE AND UNIVERSITY PROCEDURES/POLICIES

**Writing Requirements**
All papers are to follow APA format guidelines. Begin papers with an APA title page. Font is to be 12 point, New Times Roman, double-spaced. Normal margins: one inch left, right, top, and bottom. Secure the paper with one staple in the top left corner. No folders please.

Written assignments will be graded according to the following criteria:
- Completeness of response to the assignment: 55% of grade
- Organization and coherence: 30% of grade
- Appropriate grammar, punctuation, spelling: 10% of grade
- Use of disciplinary format and citation style: Paper displays correct use of student’s disciplinary format and citation style (APA, 6th Edition) for papers submitted for presentation or publication. Non-cited statements within a paper will result in a loss of points in accordance with the 5% earned for APA format and citation: 5% of grade

**Respect Differing Views**
As with all graduate courses, this course deals with ideas. Please be respectful of individuals with ideas and beliefs that differ from your own. If you disagree with someone then ask them why they believe as they do, and then listen to the answer. People can have complex reasoning for what is seen as, on the surface, a simple idea. Only civil and even-tempered discussions will be permitted in class.

**Academic Honesty**
Plagiarism within an assignment will result in a failing grade for that assignment. I expect all assignments for this course to be original works produced specifically for this course. At the
instructor’s discretion, if the plagiarism may have been accidental, an assignment may be redone for a maximum grade of 80% of the original total.

Work produced, whether in part or in whole, from assignments for other courses will not be accepted for credit.

Technology Use
Personal use of computers, cell phones, or tablets is not permitted during the class session.

Late Assignments
An electronic and hard copy of each assignment is due at the beginning of class. Electronic copies must be emailed to my TAMU email address. Hard copies will be handed in at the beginning of class. Late assignments will lose one letter grade (10%) per day late. The measurement of days ends at 11:59pm the following day of class. A new day begins at Midnight (12 am) at continues to 11:59 pm. Late assignments may be turned in via email.

Examination Policy
Exams are timed and closed book.

Religious Holidays Policy
Reasonable accommodation will be given to students who require class absences because of religious holidays. However, the attendance policy is still in effect.

Writing Center
Students are encouraged to visit the A&M-Commerce Writing Center for writing assistance. Visit the website at: http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx
Also, I am available to help with the writing process during office hours and by appointment.

University Specific Procedures:
Students with Disabilities:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook.)
## COURSE SCHEDULE FOR FALL 2012

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading(s)</th>
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<tr>
<td>Oct 29</td>
<td>Intro to Course&lt;br&gt;Faculty/Student Introductions&lt;br&gt;Review Syllabus&lt;br&gt;Term Project Proposal Outline&lt;br&gt;Discussion: Institutional Assessment</td>
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<td>Nov 5</td>
<td>Institutional Assessment&lt;br&gt;Middaugh 1, 2, 5&lt;br&gt;Volkwein 1, 2&lt;br&gt;Mission Statement Project&lt;br&gt;Term Project Proposal Due</td>
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<tr>
<td>Nov 12</td>
<td>Institutional/Student Assessment&lt;br&gt;Middaugh 3, 4, 7&lt;br&gt;Volkwein 4&lt;br&gt;Group Project Presentations</td>
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<td>Nov 19</td>
<td>Student Issues and Assessment&lt;br&gt;Middaugh 6&lt;br&gt;Volkwein 3, 5, 6&lt;br&gt;Second Draft of Project Paper Due</td>
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<td>Nov 26</td>
<td>Student Issues and Assessment&lt;br&gt;Middaugh 8, 9&lt;br&gt;Volkwein 7, 8</td>
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<td>Dec 3</td>
<td>Other Issues&lt;br&gt;Middaugh App. A&amp;B&lt;br&gt;Volkwein 9, 10, 11</td>
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<td>Dec 10</td>
<td>Student Presentations of Term Project</td>
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