HIED 637:01W INSTITUTIONAL EFFECTIVENESS AND OUTCOMES ASSESSMENT 
COURSE SYLLABUS: May Mini 2014

Instructor: Dr. Jon Travis, Professor 
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COURSE INFORMATION

Materials—Textbooks, Readings, Supplementary Readings:

Required Readings:
The assigned readings listed below will be listed again in the appropriate module on the eCollege site. Additional reading from the list of references is required. Please be aware that some of these required readings are found in books, which may not be not available on the web. Students should be prepared to find these resources in a local library, or if necessary, the campus library in Commerce. Although this course is offered online, please do not presume that all of the work required for the course can be accomplished via the Web.


Drucker, P. F. (2008). The five most important questions you will ever ask about your organization. San Francisco: Jossey-Bass. (A comparable work by Drucker on mission statements is acceptable.)


Supplementary Resources:


**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:**

Upon completion of this course, the student will be able to

1. Analyze the culture of an institution. Specifically, the student will be able to
   1.1 Describe the nature of culture in higher education institutions.
   1.2 Explain how institutional culture can impact the success of an institution.

2. Synthesize a change model from change models in the literature. Specifically, the student will be able to
   2.1 Differentiate among change theories for higher education.
   2.2 Explain the common change principle that top-down change does not work.
   2.3 Develop a personal perspective of change in a higher education institution.
3. Develop an overall mission for higher education based on an understanding of the purpose of higher education in the United States. Specifically, the student will be able to
   3.1 Describe the purposes of higher education in the United States.
   3.2 Interpret mission statements.
4. Demonstrate an understanding of strategic planning in higher education. Specifically, the student will be able to
   4.1 Discuss the importance of strategic planning in higher education.
   4.2 Evaluate different approaches to strategic planning in higher education institutions.
5. Analyze the concepts of accountability and improvement in higher education. Specifically, the student will be able to
   5.1 Describe the purpose and culture of accountability in higher education.
   5.2 Explain the basis and necessary requirements for institutional improvement in higher education.
   5.3 Discover why accountability and improvement are somewhat divergent concepts in higher education.
6. Explain the purpose of outcomes assessment in higher education. Specifically, the student will be able to
   6.1 Explain the influence of external accountability on higher education institutions.
   6.2 Discuss different approaches to outcomes assessment in higher education.
   6.3 Explain the concept of using assessment to improve practice in higher education.
7. Develop a plan to measure outcomes. Specifically, the student will be able to
   7.1 Create measurable outcomes.
   7.2 Identify appropriate methods for measuring outcomes.
8. Synthesize the role of outcomes assessment in institutional effectiveness. Specifically, the student will be able to
   8.1 Describe an effective higher education institution.
   8.2 Describe procedures for measuring institutional effectiveness.

**COURSE REQUIREMENTS**

**Instructional Methods/Activities/Assessments**
A serious commitment to mastery of the content. An online course inherently requires students to assume the responsibility for their own learning and to be active, self-directed learners. Assigned readings, as noted in this syllabus, as well as extensive outside reading in applicable literature. This reading will serve as a basis for online discussion. A quiz for each week’s topic, based on the content presented by the professor. Participation in online threaded discussions for each topic, which should include some analysis of the assigned readings. To be considered for a grade of A, a research paper is also required (maximum: 1500 words, plus reference list). The research paper should present an argument for accountability that can only be obtained through instructional improvement. Papers MUST conform to the requirements of the *APA Style Manual* (5th or 6th ed.). (Submissions must be made to the correct Drop Box on the e-College site by 8:00 a.m. on Wednesday, May 28. Late submissions WILL NOT be accepted.)

**Grading**
The following criteria will be utilized for student evaluation:

- Quizzes—40 pts.
- Participation in online discussion—80 pts. (Total possible without paper—120 pts.)
- Research paper—40 pts. (Total possible with paper—160 pts.)
The minimum number of points required for each grade is as follows:

A—125  
B—90  
C—70

(Please remember, no grade below a B may be applied to a doctoral degree.)

TECHNOLOGY REQUIREMENTS

This course will be using the eCollege platform for course delivery and for all student submissions and discussion. All direct communication with the professor should be addressed to the professor’s university e-mail address.

Access to the library’s available databases via the student’s MyLeo account will be required, unless the student prefers to use the library’s holdings in person.

ACCESS AND NAVIGATION

To access the eCollege platform, students should type the following address into their internet browser: https://leo.tamuc.edu/login.aspx.

Students will need their CWID and password to log in to the course. Students who do not know their CWID or have forgotten their password should contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (Texas A&M University-Commerce Procedure A12.08—see Student Guidebook, Policies and Procedures, Conduct).

All graduate students are expected to maintain high standards of academic integrity and honesty. Academic dishonesty, as defined in the Graduate Catalog, will incur a penalty commensurate with the severity of the infraction, from failure on the applicable assignment to failure in the course. A more severe infraction may also lead to a recommendation for suspension or expulsion.

Students with Disabilities:
The Americans with Disabilities Act (ADA) is a federal antidiscrimination 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 the 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@tamuc.edu)

COURSE OUTLINE:

(Note: Subject to change)

Topic

Module 1  Organizational/Institutional Culture
Module 2  Change in Higher Education
Module 3  Mission and Purposes of Higher Education
Module 4  Strategic Planning in Higher Education
Module 5  Accountability and Improvement
Module 6  Outcomes Assessment
Module 7  Outcomes Measurement
Module 8  Institutional Effectiveness