

EDH 730: Institutional Assessment

Instructor:

Email:

Office Hours Online:

Overview:

This course introduces students to engage in assessment for higher education decision-making. Through team-based learning, the course offers students the opportunity to participate as consultants on an assessment project to expose them to research methods, creating assessment plans, accreditation, and continuous improvement.

Learning Objectives:

Students who complete this course will meet the following course and program learning objectives:

Course:

- Describe the role of assessment in higher education decision-making
- Identify, critique, and use relevant scholarship in higher education
- Recognize the features of a research-driven assessment project
- Engage in and use research in an ethical and professional manner
- Work effectively in a team environment to accomplish a complex task
- Plan and implement an assessment

Higher Education Program:

- Engage in theory-based, data-driven decision making within the higher education context
- Undertake leadership and research positions in two- and four-year college and university settings
- Demonstrate knowledge regarding participation in the academy as a professor in higher education

Required Readings:

All readings are available through UNLV WebCampus

Course Requirements

Preparation:

All members of the course are expected to come to class prepared, having done all the readings, and ready to raise questions or comments of the material assigned. Everyone is responsible for bringing readings for the week to class. *** Please note that the assignments and schedule on the syllabus are guides for the course, but are subject to change.***

Participation:

Our classroom will be a community where we will learn together. Everyone's participation is essential to the team-based and interactive nature of the course. Everyone is expected to participate in classroom discussions and to make efforts to further one's own and others' learning of the subject. Participation includes thoughtful contributions that rely on multiple sources [while our lived experiences are valid, they should comprise one of many sources that we use to engage in discussion]. Another source that we draw from during our in-class discussions is our assigned readings for the week. In this class, we engage in "generous reading" of course materials. What do I mean by this? Well, when we engage in "generous reading," we look for the contributions and possibilities for learning and growth a piece of writing can offer

[whether or not you agree with what you are reading]. Students are often told to be “critical” thinkers and readers; this is important, yet it does not mean that in order to be “critical,” you should simply “rush to criticize.” Instead, take a moment to ask yourself, “What new ideas does this reading offer? How can it help me think and grow in new ways? How can this author’s work help sharpen my own thinking, writing, and argumentation?” *So, go forth and be skeptical and generous!* [adapted from Alcantar, C., 2019].

Attendance:

Our learning will occur both synchronously online (first half of semester) and in-person (second half of semester).

Electronics:

Laptops and tablets are permitted and expected for the course. If you do not own one of these items, please let me know so that I can point you to resources available on campus. All members of the classroom community should refrain from generally surfing the web and/or checking their emails during class time. Cell phone use in class is not permitted.

Assignments:

Please upload all of your assignments through UNLV WebCampus (emailed assignments will not be accepted). Type all assignments in 12-point font, double-spaced, and with 1-inch margins. When completing writing assignments, use APA style ([Purdue Owl](#) is a good resource if you don’t own an APA manual; APA guides are also available on our WebCampus page). All assignments should be carefully proofread for spelling, grammar, and syntax. Please visit the [UNLV writing center](#) for writing support. **If you receive below 80% on an assignment and you would like the opportunity to improve your grade, you have ONE week from when you receive feedback to submit a revised version that incorporates the instructor’s feedback. Note: Revised assignments will be graded at the end of the course.**

Grading:

| Due Date | Assignment | Points |
|------------|---|------------|
| Session 4 | Questions for Project Sponsors | 5 |
| Session 5 | Guiding Questions | 5 |
| Session 7 | Annotated Bibliography | 25 |
| Session 8 | Survey (Draft) | 5 |
| Session 10 | Interview Protocol (Draft) | 5 |
| Session 14 | Assessment Project Proposal (Draft) | 10 |
| Session 15 | Presentations | 15 |
| | Group Grading Form | 5 |
| Session 16 | Final Paper (Assessment Project Proposal) | 25 |
| | TOTAL ACROSS ALL ASSIGNMENTS | 100 |

Grading Scale:

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|--------|--------|-------|-------|-------|-------|-------|-------|-------|----------|
| Points | 94-100 | 90-93 | 87-89 | 84-86 | 80-83 | 77-79 | 74-76 | 70-73 | Below 70 |
| Grade | A | A- | B+ | B | B- | C+ | C | C- | F |

Please note the following policies and resources:

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at [Health Requirements for Returning to Campus](https://www.unlv.edu/coronavirus/health-requirements), <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available

exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](#) is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](#) (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](#), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](#), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](#), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the "I" grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries' Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=) webpage, <https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Optional statement for inclusion in syllabi.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

Course Schedule:

*** NOTE: The syllabus is a living document and is subject to change at the discretion of the instructor***

| Session | Topic | Readings | Assignments |
|---------|--|---|-------------|
| 1 | Course Introduction | <p>Optional: Rincon, B., & Castillo-Montoya, M. (2018). Learning assessment in student affairs through service-learning. <i>Journal of Research and Practice in Assessment</i>, 13, 39-50.</p> | |
| 2 | Assessment in Higher Education | <p>Bresciani, M. J. Gardner, M., & Hickmott, J. (2009). Chapter 2—Definition and rationale for outcomes-based assessment. <i>Demonstrating student success: A practical guide to outcomes-based assessment of learning and development in student affairs</i> (pp. 15-20). Sterling, VA: Stylus.</p> <p>Jacobson, W. (2015). Chapter 6—Sharing power and privilege through the scholarly practice of assessment. In S. K., Watt (Ed.), <i>Designing transformative multicultural initiatives</i> (pp. 89-102). Sterling, VA: Stylus.</p> <p>Miller, M. (2012). From denial to acceptance: the stages of assessment. <i>National Institute for Learning Outcomes Assessment</i>. Retrieved July 2018: http://learningoutcomesassessment.org/documents/MillerOcPaper13.pdf</p> | |
| 3 | Assessing Student Learning **Guest Speaker: | <p>Mann, J., & DeAngelo, L. (2016). <i>An examination of the transformative learning potential of alternative spring breaks. Journal of Student Affairs Research and Practice</i>, 53(4), 416-428.</p> <p>OR</p> <p>O'Leary et al (2020). <i>Creating inclusive classrooms by engaging STEM faculty in culturally responsive teaching workshops. International Journal of STEM Education</i>, 7(32), 1-15.</p> <p>Montenegro, E., & Jankowski, N.A. (2015). Focused on what matters: Assessment of Student Learning Outcomes at Minority-Serving Institutions. National Institution for Learning Outcomes Assessment.</p> <p>Schuh, J. H., Upcraft, M. L., & Associates (2001). Chapter 11—Assessing learning outcomes. <i>Assessment practice in</i></p> | |

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| | | <i>student affairs: An applications manual</i> (pp. 153-163). San Francisco, CA: Jossey-Bass. | |
| 4 | Needs Assessment | <p>Grabsch, D.K., Moore, L.L., Muller, K., & Mazzolini, A. (2019). Student affairs professionals' self-reported professional development needs by professional level. <i>College Student Affairs Journal</i>, 37(2), 144-156.</p> <p>Schuh, J. H., Upcraft, M. L., & Associates (2001). Chapter 9—Needs assessment. <i>Assessment practice in student affairs: An applications manual</i> (pp. 129-139). San Francisco, CA: Jossey-Bass.</p> <p>UNLV Child Care Needs Assessment Report (2014). Cannon Survey Center.</p> | Questions for Project Sponsor |
| 5 | Inquiry Questions & Review of the Literature | <p><u>Example of a literature review:</u> Goldrick-Rab, S., Carter, F. D., & Winkle-Wagner, R. (2007). What higher education has to say about the transition to college. <i>Teachers College Record</i>, 109(10), 2444-2481.</p> <p>Light, R. J., Singer, J. D., & Willett, J. B. (1990). Chapter 2—What are your questions? <i>By design: Planning research on higher education</i> (pp. 12-23). Cambridge, MA: Harvard University Press. ^[L]_[SEP]</p> <p>Luker, K. (2008). Chapter 5—Reviewing the literature. <i>Salsa dancing into the social sciences: Research in an age of info-glut</i> (pp. 76-98). Massachusetts: Harvard University Press.</p> <p>Optional: http://classguides.lib.uconn.edu/content.php?pid=239974&sid=4810588</p> | Guiding Questions |
| 6 | Environmental Assessment | <p>Franco, M.A., & Hernandez, S. (2018). Assessing the capacity of Hispanic Serving Institutions to serve Latinx students: Moving beyond compositional diversity. <i>New Directions for Institutional Research</i>, 177, 57-71.</p> <p>Harwood, S. A., Choi, S., Orozco, M., Huntt, M.B., & Mendenhall, R. (2015). Racial microaggressions at the University of Illinois at Urbana-Champaign: Voices of students of color in the classroom. University of Illinois at Urbana-Champaign.</p> <p>Schuh, J. H., Upcraft, M. L., & Associates (2001). Chapter 12—Environmental assessment. <i>Assessment practice in student affairs: An applications manual</i> (pp. 164-174). San Francisco, CA: Jossey-Bass</p> | |

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|----|---|--|----------------------------|
| 7 | Quantitative Approach | <p>Andres, L. (2012). Chapter 3—Conceptualizing your survey research study. <i>Designing & doing survey research</i> (pp. 32-40). Thousand Oaks, CA: Sage.</p> <p>Creswell, J. W. (2009). Chapter 8—Quantitative methods. <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (pp. 145-171). Los Angeles, CA: Sage.</p> <p>Leon-Guerrero, A. & Frankfort-Nachmias, C. (2015). Chapter 1—The what and the why of statistics. <i>Essentials of social statistics for a diverse society</i> (pp. 1-18). Thousand Oaks, CA: Sage.</p> | Annotated Bibliography |
| 8 | Designing and Testing Survey Instruments | <p>Fowler, F. J. (1995). Chapter 4—Some general rules for designing good survey instruments. In <i>Improving survey questions: Design and evaluation</i> (pp.78-103). Los Angeles, CA: Sage.</p> <p>Fowler, F. J. (1995). Chapter 5—Presurvey evaluation of questions. <i>Improving survey questions: Design and evaluation</i> (pp. 104-135). Los Angeles, CA: Sage.</p> <p>Schuh, J. H., Upcraft, M. L., & Associates (2001). Chapter 5—Designing and selecting quantitative instruments. <i>Assessment practice in student affairs: An applications manual</i> (pp. 57-72). San Francisco: Jossey-Bass.</p> | Survey (Draft) |
| 9 | Qualitative Approach | <p>Creswell, J. W. (2009). Chapter 9—Qualitative methods. <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (4th ed., pp. 173-202). Los Angeles, CA: Sage.</p> <p>Rubin, H. J., & Rubin, I. S. (2012). Chapter 8—The structure of the responsive interview. <i>Qualitative interviewing: The art of hearing data</i> (3rd ed., pp. 115-129). Los Angeles, CA: Sage.</p> | |
| 10 | Designing and Improving Interview Protocols | <p>Castillo-Montoya, M. (2015). Preparing for interview research: The interview protocol refinement framework. <i>The Qualitative Report</i>, 21(5), 811-831.</p> <p>Krueger, R. A., & Casey, M. A. (2009). Chapter 3—Developing a questioning route. <i>Focus groups: A practical guide for applied research</i> (pp. 35-60). Los Angeles, CA: Sage.</p> | Interview Protocol (Draft) |
| 11 | No Class: ASHE Conference | | |
| 12 | Writing the Assessment Project Proposal | <p>Creswell, J. W. (2014). Chapter 4—Writing strategies and ethical considerations. <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (4th ed., pp. 84-92). Thousand Oaks, CA: Sage.</p> | |

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| | | Fitzpatrick, J. L., Saunders, J. R. & Worthen, B. R. (2011). Chapter 17—Reporting evaluation results: Maximizing use and understanding. <i>Program evaluation: Alternative approaches and practical guidelines</i> (4th ed., pp. 469-473). Upper Saddle River, NJ: Pearson Education. | |
| 13 | Assessment for Institutional Effectiveness **Guest Speaker: | Baker, G. R., Jankowski, N. A., Provezis, S., & Kinzie, J. (2015). Using assessment results: promising practices of institutions that do it well. <i>National Institute for Learning Outcomes Assessment</i> . Retrieved July 2018: http://www.learningoutcomesassessment.org/documents/CrossCase_FINAL1.pdf Banta, T. W. (2015). Chapter 11—Assessing institutional effectiveness. <i>Assessment essentials: Planning, implementing, and improving assessment in higher education</i> (2nd edition, 241-262). Walvoord, B. E. (2010). Chapter 2—For institution-wide leaders and planners. <i>Assessment clear and simple: A practical guide for institutions, departments, and general education</i> (2nd edition, pp. 27-39, 45-57). San Francisco, Ca: Jossey-Bass. | |
| 14 | Accreditation **Guest Speaker: | Council of Regional Accrediting Commissions. (2003). Regional accreditation and student learning: Principles for good practices. Retrieved July 2018: DiSalvio, P. (2014). New directions for higher education: Q&A with Judith Eaton on self-regulation. <i>The New England Journal of Higher Education</i> . Eaton, J. S. (2014). An overview of U.S. accreditation. The Council for Higher Education Accreditation. Washington DC. Optional: NWCCU 2020 Standards http://www.nwccu.org/accreditation/standards-policies/standards/ | Assessment Project Proposal (Draft) |
| 15 | Presentations & Wrap Up | | Presentations Group Grading Forms |
| 16 | No Class: Final Exams | | Final Paper |