

**UNIVERSITY OF NORTH DAKOTA  
STAFF AND PROGRAM EVALUATION  
EDL 532, 2 CREDITS  
FALL 2006**

**Instructor:** Margaret A. Healy  
**Email:** [margaret.healy@und.nodak.edu](mailto:margaret.healy@und.nodak.edu)  
**Office Phone:** 701 777-4255  
**Fax:** (701) 777-4365

**Office:** 207H Education  
**Office Hours:** By appointment or email  
**Direct Office Phone:** 701 777-4391  
**Home Phone:** 701 746-6363

**PURPOSE:**

Students will examine assessment, program review, and accreditation as tools used in institutional planning and performance systems. Assessment is an on-going process that informs continuous improvement; program evaluation is a cyclical process that may be used for program improvement and planning or may be used for decision-making. Assessment data are used in program evaluation; however, they do not provide all the data that may be considered. Accreditation is a voluntary association which uses an institutional review and peer review process to assess organizational effectiveness.

In order to evaluate “quality” colleges and universities have been required to demonstrate what students learn through their courses, programs, degrees, and total experience at the institution. This process of determining what students learn or what “value is added” is called assessment or outcomes assessment.

Program evaluations are a tool used by programs and departments to judge their merit, quality, or worth and provide data for future; program evaluations are used by decision-makers to make decisions about the future of programs and departments. As resources decrease administrators and others use two tools to guide decision-making: the strategic plan and program evaluations.

In the current higher education environment, there is a demand for accountability from the public and the legislature. In turn, the federal government has charged the accrediting associations with the responsibility for insuring that institutions are assessed for quality and value for students and their other publics.

**COURSE OUTCOMES**

1. To learn the definitions and purposes of terms and processes such as accountability, accreditation, assessment, and program evaluation.
2. To develop the skills to interpret and report the results of an assessment study to be useful for various audiences.
3. To develop an understanding of program evaluation purposes, processes, and methodologies and to learn how to give feedback as an external consultant.
4. To develop an understanding of regional accreditation standards and processes, and to learn how to give feedback as an external consultant.
5. To learn and use standards to assess the evaluation of educational programs.
6. To demonstrate proficiency in assessment or program evaluation by researching and designing a plan for a department or program.

**Possible Changes to Syllabus:**

This is a draft syllabus and should be considered as tentative. The syllabus will be reviewed in the first class session and modified according to the class discussion. The course plan is a tentative plan; unanticipated problems, and student interest all might cause changes in the projected plan.

**EXPECTATIONS****Disability Statement**

If you have emergency medical information to share with me, if you need special arrangements in case the building must be evacuated, or if you need accommodations in this course because of a disability, please make an appointment with me. I will schedule a time with you either by email or by phone. If you plan to request disability accommodations, you are expected to register with the Disability Support Services (DSS) office (190 McCannel Hall, 777-3425 v/tty).

**Academic Integrity**

As graduate students, it is assumed that you understand the concept of intellectual property and the ethical standards of scholarship. It is expected that the work you submit is your own, that it is only being submitted for this class, and that you have attributed credit to appropriate sources. If you have questions about what behavior constitutes academic integrity, please raise questions in class or with me.

**Attendance**

Class participation is integral to your learning and the learning of others in the classroom. Since attendance is a prerequisite for participation, attendance is important. Prior notice is requested for an absence.

**Office Hours**

I am available to meet with you to discuss class work, your degree program and other topics either face-to-face or by phone. I will be glad to make an appointment at your convenience. I will attempt to answer Email messages within one day, if I have internet access.

**Electronic Devices:**

Please either disable cell phones and pagers or otherwise ensure that phone calls do not disrupt the class. Family emergencies, of course, are understandable and acceptable disturbances, but personal phone calls are not. If you are on call for your job, please let me know at the start of class.

**PDA's and Computers**

Students are encouraged to limit the use of PDA's and computers during class time.

**Deadline on Homework Assignments**

Homework is due on the assigned date. If you know that you are unable to complete an assignment on the due date, please make alternate arrangements with me as early as possible and prior to the due date.

**REQUIRED TEXTS:**

Assessment and program review materials from Ball State University and Bemidji State University– available in Blackboard

Miami University of Ohio Self Study for the Higher Learning Commission – available in Blackboard

University of Minnesota Self Study for the Higher Learning Commission – available in Blackboard

Higher Learning Commission Standards for Accreditation – available in Blackboard and online at the Commission website

Joint Committee on Standards for Educational Evaluation. (1994). The program evaluation standards (2<sup>nd</sup> edition). Thousand Oaks: Sage.

**Additional Resources:**

Robert M. Diamond (Ed). (2002) Field Guide to Academic Leadership. San Francisco: Jossey-Bass.

Jody L. Fitzpatrick, James R. Sanders, and Blaine R. Worthen. (2004) Program Evaluation: Alternative Approaches and Practical Guidelines. (3<sup>rd</sup> Ed.) Boston: Pearson.

Nichols, James O and Nichols, Karen W. (2005). A Road Map for Improvement of Student Learning and Support Services through Assessment.. New York: Agathon Press.

Catherine A. Palomba and Trudy W. Banta. (1999) Assessment Essentials: Planning, Implementing and Improving Assessment in Higher Education. San Francisco: Jossey-Bass.

**ASSIGNMENTS****Self Assessment**

Due August 25/October 31

Prior to the course beginning, write a reflective statement describing yourself, your experiences with assessment, program evaluation and accreditation. Describe your current understanding of assessment, program evaluation, and accreditation; explain what each function means and how do they relate to each other. Then describe what you hope to learn from the course and how you hope to use the information and knowledge gleaned from the course.

At the end of the course, reflect back on your experience and your learning. Then share how your understanding and “organization or construction of the functions” of assessment, program evaluation, and accreditation has expanded, changed and/or been reorganized. Your self-assessments will be judged, not by the content of your remarks, but by the extent to which it appears genuine, insightful and useful to you.

**Standards Presentation**

Due October 8.

Provide a brief (ten to fifteen minute) presentation on selected program evaluation standards. The presentation should focus the class's attention on the main points associated with the standard including the definition, guidelines, common errors and applications. Feel free to be creative and to utilize visual aids, handouts, examples or other media to communicate to your classmates. The presentation should be focused, accurate, illuminating and interesting. The purpose of this assignment is to help you become more familiar with the standards and their uses.

**Demonstrate your understanding and skills of Assessment or Program Evaluation by preparing a program or departmental plan or report.**

Due October 31.

You will develop an Assessment Plan, an Assessment Report, or a Plan for a Program Evaluation [select one]. For this assignment, it is not appropriate to submit work that has been prepared in part or whole for another course or to use work that has already been completed in the workplace or is being completed by a team of people. If you have already completed similar assignments in another course or in the workplace, and would like to continue to work on them, please consult with me. It is my intention that this assignment be very practical; therefore it should be directly related to your work and permit you to make progress on a project that will be used in the next year.

For any of the assignments, select a department or program that you know well or would like to know well. Identify its mission and goals. For each goal, write one or more measurable outcomes. At least two of your outcomes should describe changes in individual students because of your work related to the goal. This should be no more than two pages.

Then select one of the following:

**OPTION A: Assessment Plan**

Write an assessment plan for your department or program. In the plan you should include all of the assessment strategies you will use to determine if you have accomplished your outcomes. For each assessment activity, describe your methodology, including the rationale for selecting this strategy over others. The methodology should include the subjects, data to be collected, time of data collection, and method of data collection. If you choose to use purchased instruments, indicate why you selected that particular instrument.

**OPTION B: Assessment Report**

Write an assessment report for your department or program. This assignment can only be done if your department has an existing assessment plan and the data has been collected. To fulfill this assignment you will complete the data analysis, interpret the data, describe the meaning you have made of the data, identify possible action steps, and recommend action steps to be taken with an implementation plan.

**OPTION C: Program Evaluation**

Design a plan to prepare a program evaluation. Determine who the stakeholders are, what questions they have and/or outcomes they seek, and what decisions they may be making.

Determine the purpose of the program evaluation and the process and methodology of the program evaluation.

There is no required format for the paper, because the format will depend upon your purpose. For example, if you develop an assessment plan, you will want to provide the document in the format defined for your institution while if you complete an assessment report, it would be the actual report as you would submit it. Like wise, if you plan an evaluation, one part of your paper may focus on describing what the content and format of the report will be. The chief requirement is that application of the concepts of the course is evident in your work. Therefore, you will want to be sure that the assessment or evaluation model/s are clear and logical and that the standards are considered in the approach that you take. You are encouraged to refer to articles or books that deal with evaluation and/or assessment but are not included in the course readings. Be creative and take an approach that will allow you to show what you have learned in the course.

Once I learn what the specific choices each student has made, I will provide more specific guidance for the assignment.

**Develop an institutional plan to implement and maintain a routine cycle of assessment and program evaluation.**

Due October 31.

The class will be divided into two or three groups: a two year college group and a four year college group. The group will act as the institutional officers responsible for implementing the assessment and program review [APR] process for the institution. The APR process should be linked to the organization’s planning systems and to any accreditation requirements that the institution may have. While the infrastructure for the development, implementation, and utilization of assessment and program review will be at the heart of the plan, the team should also complete an environmental scan and determine how to manage the change that is required by the changing expectations for assessment and program review.

**COURSE GRADING:**

Possible point values for each course requirement are as follows:

Participation	15%
Self Assessment	10%
Demonstration of understanding/skill	35%
Institutional APR process	35%
Standards Report	5%

**COURSE PLAN:**

<b>Date</b>	<b>Reading</b>	<b>Topic</b>
August 27, 28	All materials available in Blackboard <ul style="list-style-type: none"><li>• Ball State University Assessment material</li><li>• Bemidji State University program review material</li><li>• University of Wisconsin Extension Program Evaluation material</li><li>• Accreditation materials<ul style="list-style-type: none"><li>○ Miami University of Ohio Self Study</li><li>○ University of Minnesota Self Study</li><li>○ Higher Learning Commission Accreditation Standards</li></ul></li></ul>	
October 8, 9	• <u>The Program Evaluation Standards</u>	