

**ELPA 888: Assessment in Higher Education**  
Department of Educational Leadership and Policy Analysis  
University of Wisconsin-Madison

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**Instructor**

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**Course Schedule:**

Weekly class meeting: Mondays 4:40-7:10, 151 Education  
Office hours: By appointment  
Credits: 3 credits  
Canvas course url: <https://canvas.wisc.edu/courses/91496>  
Requisites: Graduate or Professional Standing  
Course Designation: Grad 50% (Counts toward 50% graduate coursework requirement)

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**Course Description**

Over the past few decades, interest in assessment in higher education around the world has dramatically increased. Institutional and disciplinary accrediting agencies have put into place rigorous requirements for colleges and universities to carefully examine student learning, articulate learning goals and outcomes, and to provide evidence regarding whether students and programs are meeting standards. Additionally, accountability pressures from policymakers and critics of higher education regarding institutional efficiencies, quality, and the employability of college graduates have led to an emphasis on assessment via data driven decision-making and performance metrics. While the history and mechanisms governing these issues vary from country to country, the focus on assessment in higher education is a global phenomenon.

The higher education community has responded to these pressures by designing assessment systems for institutional operations and performance, campus culture and climate, academic program quality, and teaching and learning in the classroom. But the field of postsecondary assessment faces many challenges, including problems with implementation or "closing the loop" of assessment, methodological concerns about data quality, and the role of power and politics in shaping the use of assessment data. Given these developments, understanding the key concepts, tools, issues, and practices of assessment in academic settings is critical for higher education researchers and practitioners.

The goal of this course is to provide students with a substantive introduction to these topics and provide a theoretical and practical basis for choosing, designing, and using assessment tools and approaches. In particular, the course aims to give students a conceptual foundation in planning assessment and/or evaluation projects that involve multiple stakeholders and facilitate cycles of continuous improvement. Additionally, to illustrate these principles, three topical issues will be featured throughout the course: models and approaches for studying institutional racial climates, data driven decision-making and issues with creating genuine systems of continuous improvement, and the growing focus on the assessment of student employability.

In the course, students will participate in authentic, collaborative learning opportunities by working through in-class case study problems and engaging in online annotation of reading materials. In addition, course

participants will sharpen several skills that will be valuable for future careers in higher education institutions: oral and written communication, teamwork, critical thinking, and self-regulated learning.

### **Course Expectations**

The benefit you receive from this course is based on the effort you expend in studying and participation. If you wish to master the materials and concepts you will need to deeply engage with the material and think about how to apply the principles and methods of sound assessment in your professional (current and future) life. It is my goal as an instructor to help all students master the material, but this will require everyone to read and deeply reflect upon assigned readings and engage with course activities in and out of class.

Successful participation in the course will require one hour (i.e. 50 minutes) of classroom or direct faculty/instructor instruction and a minimum of two hours of out of class student work each week over approximately 15 weeks.

### **Learning Goals**

Students who successfully complete this course will be able to:

- Describe different types and models for assessment and program evaluation in postsecondary settings;
- Describe a variety of techniques for assessing educational processes and outcomes in different contexts such as courses, academic programs, student services, and institutions;
- Critically and creatively discuss practices, issues, challenges, and contexts surrounding assessment in higher education;
- Identify political and technical challenges that must be overcome in order to effectively design and implement assessment;
- Identify the key components of an effective assessment system;
- Understand technical issues with measurement and analysis;
- Apply principles of effective assessment planning and continuous improvement to a real-world situation; and,
- Explain to non-specialists the unique issues and processes of assessment in higher education, and convey via an oral presentation the key aspects of an assessment project.

Ultimately, this course should teach you how to ask good questions about assessment before and during the design of a particular project or initiative. Additionally, you should learn how to identify the types of data you need to collect to determine program effectiveness, and to whom the results should be communicated in order to facilitate continual improvement in educational practice.

### **Guest speakers**

Guest speakers may be featured in this course in order to bring their real-world expertise in assessment to the classroom. Speakers will be announced in advance, and students will be expected to articulate 1-2 questions that could be asked during their visit.

### **Accommodations**

Students with disabilities will be fully included in this course. The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized.

Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA." <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>. You may also contact the McBurney Disability Resource Center, 905 University Avenue, Madison (263-2741) if you have questions about campus policies and services.

In addition, any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable me to provide any resources that I may possess.

### **Diversity and inclusion**

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." <https://diversity.wisc.edu/>

### **Technology use**

Appropriate use of electronic devices is an acceptable part of your participation in class. Using laptops or smart phones as tools is acceptable, as long as it is not distracting to you, your colleagues or your instructor. Examples of acceptable use include taking notes and consulting resources for work in class. Non-instructional texting, phone calls, shopping, and other non-course related use of these devices during class is not appropriate. If you are concerned about your ability to meet this expectation, please discuss your concern with me. Please also let me know if there is an emergency or situation that affects your need for using an electronic device during class time.

### **Academic Integrity**

Academic integrity is critical to achieving the goal of this graduate-level course with high academic standards and rigor. All course participants are expected to maintain academic integrity and play a key role in fostering a learning environment that is fair, just, and conducive to authentic learning. Behaviors that involve academic misconduct will not be tolerated and when proven, will result in a zero on the assignment, a lower grade in the course, or failure in the course. Repeated acts of academic misconduct may result in more serious actions such as probation or suspension. In light of the requirements of this particular course, examples of academic misconduct include, but are not limited to:

- submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another;
- submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas;
- submitting work previously presented and/or submitted in another course;
- knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

If you are not sure about whether a specific practice not listed above is considered to compromise academic integrity, please discuss it in person with course instructor.

### **Grading scale**

<b>93% - 100%</b>	<b>A</b>
<b>88% - 92.9%</b>	<b>A/B</b>
<b>83% - 87.9%</b>	<b>B</b>
<b>78% - 82.9%</b>	<b>B/C</b>
<b>70% - 77.9%</b>	<b>C</b>
<b>60% - 69.9%</b>	<b>D</b>
<b>Below 60%</b>	<b>F</b>

### **I. Class participation and attendance (10%)**

Being present in class and participating actively in the learning activities is essential for successful completion of the course. Each student is expected to attend class regularly and to thoughtfully engage in class discussions. The readings are fundamental to learning in this class. Each student is expected to have read the assigned materials prior to coming to class.

Enrollment in this graduate seminar assumes your commitment to its purposes and objectives in your academic and professional development. Only those absences due to emergencies, illness, professional meetings of critical importance, or extenuating circumstances will be excused. Make-up activities or assignments for classes missed are expected and are to be arranged with the instructor on an individual basis.

### **II. Case study papers (20%)**

For four class meetings the last 30-40 minutes will be spent discussing a case, or a situation involving a real-world assessment problem. After discussing the case briefly as a group, students will break up into small groups of 2 or 3 and discuss how the previous week's readings apply to the case, and possible solutions to the situation. Each student will then be responsible for individually writing up a "case study solution" paper that will include three components: (a) description of the situation, (b) a brief overview of how key concepts from the previous and/or current week's readings apply to the case and its resolution (including a bibliography using APA style), and (c) a proposed solution or resolution to the case. Case study papers should be approximately 3-4 pages long, and are to be written and turned in on an individual basis. The team component of this exercise is during the class period and if necessary, discussions with classmates after class. But the writing of the case study paper is a solo affair. Case study papers will be due exactly one week after the case is discussed in class.

### **III. Annotations & reading quizzes (10%)**

One of the keys to learning and excelling in a graduate-level course is to deeply engage with the readings. As a way to facilitate deep reading and also conversations with your classmates, you will be expected to do online annotations using the [hypothes.is](https://web.hypothes.is/annotation-tips-for-students/) tool for **one reading a week**. Annotations can be comments, observations, or questions linked to a passage in a paper, or an idea in a book chapter. More information on online annotation can be found here (<https://web.hypothes.is/annotation-tips-for-students/>). In addition, each week there will be a brief reading quiz that should be completed **on the day of class**. These low-stakes

readings are intended to encourage reading but more importantly, to recall and retrieve knowledge from earlier readings before class, which should enhance classroom discussions of the texts.

#### ***IV. Course project (60%)***

Most of the class credit will be earned through developing, implementing (if feasible), and presenting an assessment project that deals with an essential learning outcome (or essential learning outcomes) appropriate to a course, a specific discipline, a student affairs setting, or an institutional context. Students can work independently, or with other students (group size no greater than 3) depending on common interests and needs. To carry out this comprehensive, semester-long project, students are expected to:

- Choose or design effective assessment methods appropriate to the learning outcome(s) identified for the setting of interest;
- Adequately describe measurement methods;
- Use multiple measures to document evidence of learning and development;
- Describe the involvement of various constituencies in instrument selection and design and assessment implementation (How would you pull people together to accomplish assessment?);
- Describe approaches and strategies to be used to ensure use of findings.

The course project will include the following four components. Note that these components and their submission deadlines are “scaffolded” to ensure timely instructor feedback on them throughout the semester. This will allow you to have enough time to incorporate the comments from the instructor to create a solid assessment plan and final project write-up.

##### 1. Case analysis paper (10%)

Conduct an in-depth analysis of the academic, student affairs, or institutional setting where your proposed assessment project will be situated. Identify the learning outcome(s) you intend to assess within this setting. (Note that your learning outcomes may need to be further refined as the semester progresses, but it is important to at least articulate in the case analysis paper the big-picture directions of where they are going.) More specifically, the paper should provide an overview of the setting, its history, vision, missions, goals, and/or role(s) within larger communities or organizations, notably its role in promoting the learning outcome(s) on which your assessment focuses. This analysis will form the groundwork based on which you describe, in broad strokes (and tentatively), the proposed assessment to be implemented, which is the concluding component of the case analysis paper. **To inform your analyses, you are encouraged to conduct 2-3 informational interviews with a key stakeholder** from the setting (e.g., faculty or a member in a leadership position), as well as to draw upon existing documents and resources available to you. The paper should be about 6-8, double-spaced pages.

##### 2. Assessment process design paper (30%)

Describe a detailed **process** that would be effective in assessing the learning outcome(s) identified based on your case analysis. Although it is NOT expected that the actual assessment process will take place since it would require intensive involvement from stakeholders, you should indicate how you would imagine the process to take place using sound assessment strategies and methods. Your paper should address the following issues and topics:

- Background and purpose of the assessment being designed (imagine this as a transition from your case analysis paper into the actual assessment design);
- Involvement of constituencies in assessment design;
- Method(s) and activities involved;

- Description of assessment instruments including key terms/constructs, evidence of technical quality and strengths/weaknesses of the instrument;
- Hypothesized (or real) findings;
- Potential use(s) of findings and involvement of constituencies in this process; and,
- Success factors: What will be needed in any or all of the above components to achieve success with the assessment method(s)? What are potential challenges and how to deal with them? Pay particular attention to existing and emerging politics, and describe political barriers to the implementation as well as opportunities for change.

You are expected to integrate, or expand if necessary, the assessment models, frameworks, and/or strategies from this class in designing the process. In addition, your written work will be assessed based on the overall structure, logical flow, quality of writing, and use of APA style. There is no fixed length for the paper. The paper should be as long as necessary to cover the assessment process completely. However, please expect that the paper will turn out to be approximately 15-20 double-spaced pages; this is just a suggested length—it is neither a limit nor a goal.

3. Oral presentation of course project (10%)

You will present your assessment project and learn from others by presenting your project in class on May 7, 2018. These 5-7 minute presentations will be graded based on the following criteria: organization of ideas, clarity and style of presentation, and substance of the material.

4. Final course project paper write-up (10%)

This final write-up will integrate previously submitted case analysis and process design papers, demonstrating a purposeful effort to incorporate feedback you receive from the instructor (and your peers, if applicable) over the course of the semester.

All written assignments are to be typed, double-spaced, and written professionally according to APA style, 6th edition. All written assignments are due in their respective Canvas Assignment folders where rubrics used by the instructor for grading the assignments are available.

***When citing any references within the text and for the bibliography will consistently use the APA style, 6th edition. All written assignments are due in their respective Canvas Assignment folders by the appropriate deadline.***

### **Important Deadlines**

Case study papers due -----	February 19, March 5, March 19, April 9
Case analysis paper (written) -----	February 26
Assessment process design paper (written) -----	April 16
Presentations of course project (oral) -----	May 7
Final project write-up (combining case analysis and process design) -----	May 7

### Course topics and schedule at a glance

A tentative schedule of topics and activities is listed below. Please note that this schedule is subject to change or revision as the instructor deems necessary.

<b>Date</b>	<b>Topics</b>	<b>Agenda/Due dates</b>
1/29	Introduction to the seminar: The form and context of assessment	Peer introductions; Review syllabus and assignments; Lecture on intro to forms/context of assessment
2/5	Accountability and assessment/Quality assurance in Chinese higher education	Lecture on accountability; Readings discussion; Dr. Xueli Wang visit.
2/12	Continuous improvement and organizational learning	Lecture on CI/org learning; Readings discussion; Case study #1.
2/19	Evaluation and assessment models	Lecture on logic models; Readings discussion; Case study paper #1 due.
2/26	Planning: Issues, steps, best practices	Lecture on planning; Readings discussion; Case analysis paper due. Case study #2.
3/5	Institutional assessment: Accreditation and IR	Lecture on Accreditation/IR; Readings discussion; Case study paper #2 due.
3/12	Institutional assessment: Racial climate and culture	Lecture on racial climate/culture; Readings discussion; Case study #3.
3/19	Program assessment: General ed, 21 <sup>st</sup> century skills	Lecture on gen ed/21 <sup>st</sup> cc; Readings discussion; Case study paper #3 due.
3/26	Spring Recess	
4/2	Classroom assessment: Student learning, feedback	Lecture on student learning & feedback; Readings discussion; Regina Lowery visit; Case study #4.
4/9	Classroom assessment: Student learning techniques	Lecture on student learning; Readings discussion; Case study paper #4 due.
4/16	Classroom assessment: Teaching quality	Lecture on teaching evaluation; Readings discussion; Assessment process design paper due.
4/23	Resistance to assessment and evaluation	Lecture on resistance; Readings discussion; Elizabeth Bingman visit
4/30	Closing the assessment loop	Lecture on continuous improvement in assessment; Readings discussion.
5/7	Presentation of course projects	Student oral presentations.

### Required Readings

Note: readings marked with an asterisk (\*) are to be annotated using the online tool Hypothes.is

#### **1/29 Week 1: Introduction to the seminar: The context and types of assessment**

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Note: no online annotation this week

- Astin, A.W. & Antonio, A.L. (2012). The philosophy and logic of assessment (Chapter 1). In *Assessment for excellence: The philosophy and practice of assessment and evaluation in higher education* (2nd Ed.)(pp. 1-16). The ACE Series on Higher Education.
- Banta, T. W., & Palomba, C. A. (2014). Defining assessment (Chapter 1). In *Assessment essentials: Planning, implementing, and improving assessment in higher education* (2nd ed.)(pp. 1-14). San Francisco, CA: Jossey-Bass.
- Suskie, L. (2009). What is assessment? (Chapter 1) In *Assessing student learning: A common sense guide* (2nd ed.) (pp 3-18). San Francisco, CA: Jossey-Bass.
- Schuh, J., Biddix, P., Dean, L., & Kinzie, J. (2016). Understanding the contemporary assessment environment (Chapter 1). In *Assessment in student affairs* (2nd ed.)(pp. 1-26). San Francisco, CA: Jossey-Bass.
- Volkwein, J. F. (2010). The assessment context: Accreditation, accountability, and performance. *New Directions for Institutional Research*, 2010(S1), 3-12. doi:10.1002/ir.327

#### **2/5 Week 2: Focus on assessment and accountability/quality assurance: US and int'l perspectives**

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- Alexander, F. K. (2000). The changing face of accountability: Monitoring and assessing institutional performance in higher education. *The Journal of Higher Education*, 71(4), 411-431.
- Ewell, P. T. (2005). Can assessment serve accountability? In J. C. Burke & Associates (Eds.), *Achieving accountability* (pp. 104-124). San Francisco, CA: Jossey-Bass.
- Kelchen, R. (2018). Ten lessons learned from accountability policies and The future of higher education accountability (Chapters 8 and 9). In *Higher education accountability*. Baltimore, MD: Johns Hopkins University Press. \*
- Liu, S. (2013). Quality assessment of undergraduate education in China: impact on different universities. *Higher Education*, 66(4), 391-407.
- Optional: Shulman, L.S. (2007). Counting and recounting: Assessment and the quest for accountability. *Change*, 39 (1), 28-35.

**Guest speaker: Dr. Xueli Wang, UW-Madison (Assessment in Chinese higher education)**

#### **2/12 Week 3: Continuous improvement cycles and organizational learning**

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- Bhuiyan, N., & Baghel, A. (2005). An overview of continuous improvement: from the past to the present. *Management decision*, 43(5), 761-771.
- Kezar, A. (2005). What campuses need to know about organizational learning and the learning organization. *New Directions for Higher Education*, 2005(131), 7-22.
- Mandinach, E. B. (2012). A perfect time for data use: Using data-driven decision making to inform practice. *Educational Psychologist*, 47(2), 71-85. \*



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**2/19 Week 4: Evaluation and assessment models**


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- Astbury, B., & Leeuw, F. L. (2010). Unpacking black boxes: mechanisms and theory building in evaluation. *American Journal of Evaluation*, 31(3), 363-381. \*
- Astin, A.W. & Antonio, A.L. (2012). A conceptual model for assessment (Chapter 2). In *Assessment for excellence: The philosophy and practice of assessment and evaluation in higher education* (2nd Ed.)(pp. 17-39). The ACE Series on Higher Education.
- Frechtling, J. (2002). The evaluation process (Chapter 3) *The 2002 user-friendly handbook for project evaluation* (pp.15-30). Arlington, VA: The National Science Foundation.
- Museus, S. D. (2014). The culturally engaging campus environments (CECE) model: A new theory of success among racially diverse college student populations. In M. B. Paulsen (Ed.), *Higher education: Handbook of theory and research* (Vol. 29, pp. 189-227). Dordrecht, Netherlands: Springer.
- Resources: <http://www.orange.ngo/wp-content/uploads/2016/09/Handbook-of-Practical-Program-Evaluation.pdf#page=99>

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**2/26 Week 5: Planning: Issues, steps, and best practices**


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- Banta, T. W., Jones, E. A., & Black, K. E. (2009). Chapter 4: Good practice in implementing assessment planning. In *Designing effective assessment: principles and profiles of good practice* (pp. 31-54). San Francisco, CA: Jossey-Bass.
- Banta, T. W., & Palomba, C. A. (2014). Chapter 2: The essentials of assessment. In *Assessment essentials: Planning, implementing, and improving assessment in higher education* (2<sup>nd</sup> ed., pp. 15-38). San Francisco, CA: Jossey-Bass.
- Blaich, C. & Wise, K. (2011). From gathering to using assessment results: Lessons from the Wabash National Study. National Institute for Learning Outcomes Assessment. \*
- Schuh, J. H., & Associates. (2016). Designing and planning an assessment project (Chapter 2). In *Assessment in student affairs* (2nd ed.)(pp. 27-47). San Francisco, CA: Jossey-Bass.

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**3/5 Week 6: Institution-level assessment: Accreditation and institutional research**


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- Delaney, A. M. (2009). Institutional researchers' expanding roles: Policy, planning, program evaluation, assessment, and new research methodologies. *New Directions for Institutional Research*, (143), 29-41.
- Felder, R. M., & Brent, R. (2003). Designing and teaching courses to satisfy the ABET engineering criteria. *Journal of Engineering Education*, 92(1), 7-25.
- Rabovsky, T. M. (2014). Using data to manage for performance at public universities. *Public Administration Review*, 74(2), 260-272. \*
- Volkwein, J. F. (2011, September). *Gaining ground: The role of institutional research in assessing student outcomes and demonstrating institutional effectiveness* (NILOA Occasional Paper No. 11). Urbana, IL: University for Illinois and Indiana University, National Institute for Learning Outcomes Assessment.

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**3/12 Week 7: Institution-level assessment: Racial climate and culture**


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- Harper, S. & Hurtado, S. (2007). Nine themes in campus racial climates and implications for institutional transformation. *New Directions for Student Services*, 120, 7-24.

- Hurtado, S., Griffin, K., Arellano, L., & Cuellar, M. (2008). Assessing the value of climate assessments: Progress and future directions. *Journal of Diversity in Higher Education*, 1(4), 204-221. \*
- Hurtado, S., & Halualani, R. (2014). Diversity assessment, accountability, and action: Going beyond the numbers. *Diversity and Democracy*, 17(4).
- Schneider, B., Ehrhart, M. G., & Macey, W. H. (2013). Organizational climate and culture. *Annual Review of Psychology*, 64, 361-388.

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### 3/19 Week 8: Program-level assessment: General education, 21<sup>st</sup> century skills

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- Banta, T. W., & Palomba, C. A. (2014). Chapter 7: Assessing learning in the major. In *Assessment essentials: Planning, implementing, and improving assessment in higher education* (2<sup>nd</sup> ed., pp. 145-166). San Francisco, CA: Jossey-Bass. \*
- Banta, T. W., & Palomba, C. A. (2014). Chapter 8: Assessing learning in general education. In *Assessment essentials: Planning, implementing, and improving assessment in higher education* (2<sup>nd</sup> ed., pp. 167-192). San Francisco, CA: Jossey-Bass.
- Clarke, M. (2017). Rethinking graduate employability: the role of capital, individual attributes and context. *Studies in Higher Education*, 1-15.
- Liu, O. L., Frankel, L., & Roohr, K. C. (2014). Assessing Critical Thinking in Higher Education: Current State and Directions for Next-Generation Assessment. *ETS Research Report Series*, 2014(1), 1-23.
- Pascarella, E. T., & Terenzini, P. T. (2005). Theories and models of student change in college. *How college affects students: A third decade of research* (pp. 17-64). San Francisco, CA: Jossey-Bass.

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### 3/26 Week 9: No class: Spring recess

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### 4/2 Week 10: Classroom-level assessment: Student learning, formative/summative feedback

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- Falchikov, N. (2005). The seven pillars of assessment (Chapter 1). In *Improving assessment through student involvement: Practical solutions for aiding learning in higher and further education* (pp. 1-31) Routledge.
- Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in higher education*, 31(2), 199-218. \*
- Suskie, L. (2009). How can student learning be assessed? & What is good assessment? (Chapters 2 & 3) In *Assessing student learning: A common sense guide* (2nd ed.) (pp 19-54). San Francisco, CA: Jossey-Bass.

**Guest speaker: Regina Lowery, UW-Madison (Student assessment at UW-Madison)**

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### 4/9 Week 11: Classroom-level assessment: Student learning assessment instruments and techniques

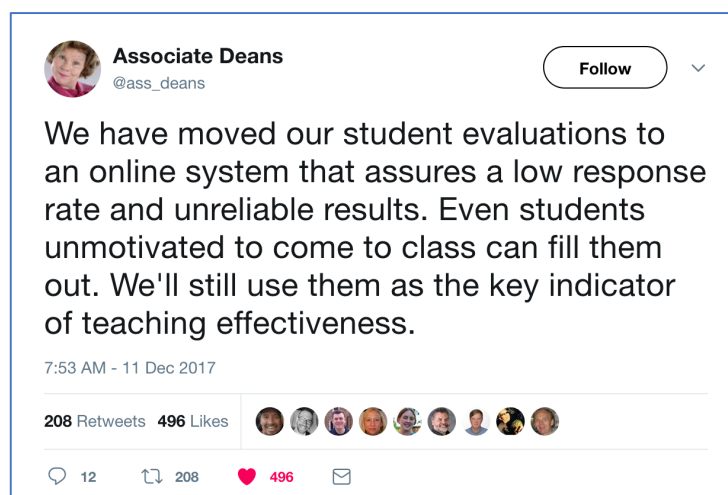
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- American Association of Colleges and Universities (2017). VALUE rubrics. <https://www.aacu.org/value-rubrics>
- Banta, T. W., & Palomba, C. A. (2014). Chapters 5: Using direct assessment methods. In *Assessment essentials: Planning, implementing, and improving assessment in higher education* (2nd ed., pp. 93-120). San Francisco, CA: Jossey-Bass.
- Porter, S. R. (2013). Self-reported learning gains: A theory and test of college student survey response. *Research in Higher Education*, 54(2), 201-226. doi:10.1007/s11162-012-9277-0
- Suskie, L. (2009). Using a scoring guide or rubric. (Chapter 9) In *Assessing student learning: A common sense guide* (2nd ed.) (pp 19-54). San Francisco, CA: Jossey-Bass.

**Additional resources:** <https://www.aacu.org/press/press-releases/higher-education-learning-outcomes-assessment-movement-moves-away-standardized>; <https://www.insidehighered.com/views/2014/11/24/essay-criticizes-state-assessment-movement-higher-education>; <http://www.alfiekohn.org/article/trouble-rubrics/>

#### 4/16 Week 12: Classroom-level assessment: Teaching quality

- Boring, A., Ottoboni, K., & Stark, P. B. (2016). Student evaluations of teaching (mostly) do not measure teaching effectiveness. *ScienceOpen Research*, 1-11. doi:10.14293/S2199-1006.1.SOR-EDU.AETBZC.v1
- Hora, M. T. (2015). Toward a descriptive science of teaching: How the TDOP illuminates the multidimensional nature of active learning in postsecondary classrooms. *Science Education*, 99(5), 783-818.
- Jones, F. (2017). Comparing student, instructor, classroom and institutional data to evaluate a seven-year department-wide science education initiative. *Assessment & Evaluation in Higher Education*, 1-16. \*
- Optional:** Hora, M. T., & Ferrare, J. J. (2013). A review of classroom observation techniques in postsecondary settings WCER Working Paper 2013-1.



#### 4/23 Week 13: Resistance to educational assessment and evaluation

- Coburn, C. E., & Turner, E. O. (2011). The practice of data use: An introduction. *American Journal of Education*, 118(2), 99-111.
- Deneen, C., & Boud, D. (2014). Patterns of resistance in managing assessment change. *Assessment & Evaluation in Higher Education*, 39(5), 577-591. doi:10.1080/02602938.2013.859654
- Hora, M.T., & Smolarek, B. (2018). Examining faculty reflective practice: A call for critical awareness and institutional support. *Journal of Higher Education*.
- Piderit, S. K. (2000). Rethinking resistance and recognizing ambivalence: A multidimensional view of attitudes toward an organizational change. *Academy of management review*, 25(4), 783-794.

**Guest speaker: Elizabeth Bingman, UW-Madison (Dept of Surgery)**

**4/30 Week 14: Closing the assessment loop: Sharing and utilizing data**

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Banta, T. W. & Blaich, C. (2011) Closing the assessment loop. *Change: The Magazine of Higher Learning*, 43: 1, 22 — 27.

Banta, T. W., & Palomba, C. A. (2014). Chapter 10: Analyzing, reporting, and using assessment results. In *Assessment essentials: Planning, implementing, and improving assessment in higher education* (2nd ed., pp. 215-240). San Francisco, CA: Jossey-Bass.

Suskie, L. (2009). Sharing assessment results with internal and external audiences. (Chap 17) In *Assessing student learning: A common sense guide* (2nd ed.) (pp 273-296). San Francisco, CA: Jossey-Bass.

**5/7 Week 15: In-class presentations**

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## Assessment Resources

### Assessment-Related Conferences

**The Assessment Institute in Indianapolis**, held in late October or early November, is the nation's oldest and largest event focused exclusively on outcomes assessment in higher education. Often taught by assessment gurus such as Trudy Banta, Peter T. Ewell, and George Kuh. For more information, visit <http://assessmentinstitute.iupui.edu>.

**The Association for Institutional Research Annual Forum**, held each May, has a specific track on assessment. For more information, visit <http://www.airweb.org>.

**The Higher Learning Commission Annual Conference**, held each spring, addresses creative and valuable approaches to higher education through mission, integrity, teaching and learning, and institutional effectiveness. <http://annualconference.hlcommission.org/>.

**The Association for Assessment of Learning in Higher Education Conference** is a forum for assessment practitioners in higher education. Small sessions and multiple opportunities to interact with others in the assessment community. <http://www.aalhe.org>.

### Selected Web-Based Resources

<http://www2.acs.ncsu.edu/upa/assmt/resource.htm>

A comprehensive, evolving list of Internet resources hosted by NC State for higher education outcomes assessment.

<http://www.learningoutcomeassessment.org/index.html>

**National Institute for Learning Outcomes Assessment** NILOA's mission is to discover and disseminate ways that academic programs and institutions can productively use assessment data internally to inform and strengthen undergraduate education, and externally to communicate with policy makers, families and other stakeholders. The website has a comprehensive searchable assessment library database.

<http://lsv.uky.edu/archives/assess.html>

Join the ASSESS listserv, where higher education assessment practitioners share ideas on the nuts and bolts of assessment.