The primary mission of the School of Education is to prepare leaders in education and human services fields. As stated in the School Code:

Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.

The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

Overview:

This course introduces students to the subject of assessment and program evaluation in colleges and universities. Interest in these topics has increased as colleges and universities have come under increasing pressure to demonstrate the effectiveness of their programs and to make themselves more accountable to a variety of internal and external constituencies. For example, student affairs divisions are being challenged to demonstrate how their programs add to the learning process and to student retention. Likewise, colleges and universities are being asked to meet specific performance objectives set by state governing bodies and to demonstrate what students are actually learning. In some cases, a portion of a university’s funding may be tied to achievement of these performance objectives. Traditionally, higher education (like other organizations) has not done a very good job of using evidence to plan programs, linking program planning with evaluation, assessing program results, and improving them based on evaluation data. This course contributes to the research and professional components of the School of Education conceptual framework.

This course will provide you with an overview of various tools to assess and evaluate programs in higher education. Toward that end, class time and assignments will emphasize how to perform effective, high quality assessment and program evaluations. Students will work in groups to conduct a real life evaluation of one of the programs listed below.

Course objectives:

At the completion of this course and its assignments, students will be able to
1. Understand and apply essential assessment and evaluation concepts
   a. to program planning and problem identification (needs assessment)
   b. to determine some aspect of the effectiveness of a program
   c. to develop an assessment plan
2. Identify the components of an effective assessment system;
3. Design and carry out an evaluation project for an office on campus and/or develop an
   assessment plan for an office;
4. Explain the unique evaluation-related issues/processes in higher education.

The American College Personnel Association also has a set of learning objectives
regarding assessment (see ASK Standards: Blackboard>Course Documents). These
course addresses many of these standards.

More than anything, this course should teach you how to ask good questions about need
before developing programs and to ask good questions about whether your programs are
effective. In addition, you should learn the kinds of questions you can reasonably ask and
answer and the kinds of data you can collect to determine program effectiveness.

Texts

There one text for this course. It is available in the Union Bookstore and other sources.
Used copies should be available.


development: A handbook for practitioners*. Washington, DC: NASPA. Bresciani I on
syllabus.

We will also use some chapters from the following books. They are on Blackboard.


Implementing Assessment in Student Affairs*. New Directions for Student Services,
fall 2009, issue 127. Willey online library.


Assignments/Basis for Grade:
1. Evaluation/assessment definitions. Each student is responsible for 1) posting a definition of evaluation and assessment on the Wiki created for that purpose by Monday August 30. 2) Taking the posted information and coming up with what you think is the “best” definition. You will turn that definition in in class on September 1. More information in class. (5% of final grade)

2. Needs assessment. The class will be given a problem and each group will be responsible for designing a needs assessment that addresses the problem. More information will be given out about the assignment and the grading rubric later. (25% of final grade) Due September 29.

3. Assessment/evaluation project. Each student will be assigned to a group that will carry out one of the projects identified below. Students will be able to give some preferences; I will create the groups. The project will be divided up into smaller assignments due throughout the semester. Your client will be asked to provide an assessment of your work. Two copies of the final report are due no later than December 15, 2010. Each group is responsible for arranging a means of sharing the results of its work with the client. This must be done before the end of the semester. Each group will make a presentation of its work to the class. (40% of final grade).

4. Final presentation of project. Rubric to be distributed. (10% of grade)

5. Class Participation. Participation in class, including attendance, and in your group is essential. (10% of final grade)

6. Group Participation. Group members will be asked to assess their team members’ contributions to work assignments. Grades for that particular project may be altered based on these assessments. (10%)

Grading Policy

I will use the following grading scheme to arrive at the final grade on written assignments and for final grade: A (95%-100%), A- (90-94%), B+ (87-89%), B (83-86%), B- (80-82%). Specific assignment sheets will provide additional information about how each assignment will be graded.

Grading in groups. Students will work in teams to conduct the program evaluation assignment. Each member of a team will receive the same grade for each of the graded components of the evaluation except for the exam. However, at the end of the semester, each student will be asked to submit an assessment of the contributions of each team member on several dimensions of teamwork necessary to complete the project. We will jointly determine the criteria for evaluating team member participation. Each team member will complete one of these assessments at the end of the first assignment. The information will be shared with team members so that individuals can adjust participation if necessary. The final assessments for each team member will be averaged and may
influence final grade for project of individual team members. That is, individual team members could get a grade that is higher or lower than that of the other team members.

**Group Roles**

You will be working in small groups of three, but one of you will be assigned the role of contact with the client and one of you will have the role of contact with me. In these roles you are responsible for being the contact for your group with me or your client. This is to avoid multiple people contacting the client. The other group member serves as the process monitor/methodologist and is responsible for making sure the group monitors how it works together and also serves as the liaison with faculty regarding the project method.

**Course Expectations:**

1. Students should prepare for class by completing reading and writing assignments. Your participation – and the quality of that participation – in class discussions is worth 20% of your final course grade. Students who miss more than one class can expect that their final course grade will reflect their absences. That is, class absences are another factor that could result in an individual’s grade being lower than that of their group. We will use some class time for group meetings; you let your group down if you are not present.

2. If you do know ahead of time that you must miss class, let me and the members of your group know. In this particular class you also have an obligation to your team members to let them know when you will miss class or meetings.

3. Please make sure to ask/interject when/if you have questions/comments. The quality of this course is directly related to the quality of your participation in it.

4. Students must be able to access Blackboard, the World Wide Web and to e-mail classmates.

5. I expect students to be respectful of their peers in the classroom. This includes arriving on time. Students entering and leaving the classroom during the discussion can be disruptive. Class will begin promptly at 4:30. Please plan to be in the classroom by the time we agree to begin. If for some reason, you arrive late, please enter as quietly as possible by the back door. Cell phones should be turned off, or set to some silent signal. If you must answer a call, please leave the room to do so. It should not be necessary to use laptops in class; but if you must use them, I expect them to be used for note or reading assignments only. If their use becomes distracting to classmates or to me, I will ask you to cease use of them all together.

6. Students are expected to interact with their clients in a professional manner. They are your clients and they are expecting a service from you.
7. Students who have special needs and/or who must miss class for religious holidays should let me – and your group members – know at the beginning of the semester. The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do as soon as possible. Please also see me privately in regard to this course.

8. I expect each student to work to the best of his or her ability in this class. If you have questions, please ask them. At the graduate level, the professor can do part of the work, but the student must assume initiative for his or her own learning.

9. Students are expected to familiarize themselves with University regulations concerning academic misconduct. If you are unfamiliar with University standards of academic misconduct, please see Article II, Section 6 of the Rules and Regulations of the University Senate or pages A23 and 24 in the Fall Timetable of Classes for definitions and policies on academic misconduct. Unintentional plagiarism is a common problem. Please review writer’s manuals for definitions of plagiarism. **When you use the ideas and words of others, you must give them credit.** The *APA Publication Manual* shows you how to do this.

**Professor’s responsibility:** You can expect me to be available to answer any questions and to talk with you outside of class regarding assignments. I don’t always know when class lectures are unclear unless students tell me. It is your responsibility to ask questions if things are unclear. I will read and return graded assignments promptly. If you miss class, it is your responsibility to contact another student in the class regarding the class you miss. In this class you can expect me to read multiple drafts of your project. You are doing the work, but we will work together to make this the best possible product for the client. This is not a one-shot and done writing exercise. Professors Wolf-Wendel and Kim will also be available to help you with survey construction and data analysis.

**Get a flu shot!**
Tentative Schedule*

August 25  Course Overview: discussion of syllabus, assignments, programs for evaluation, course expectations. Descriptive information on project options

Sept. 1  Evaluation and Assessment: History, Definitions and Differences
Evaluation teams announced
Working in groups
  Reading:  Rossi  Chapter 1
          Bresciani II  Chapters 1 & 2

http://web.mit.edu/hr/oed/learn/teams/art_newteam.html
http://web.mit.edu/hr/oed/learn/teams/articles.html

Assignment: find a definition of evaluation and assessment. **Enter on Wiki by August 30. Bring written definition to class on Sept 1.**

Sept. 8  Evaluation and Assessment: Tailoring and Identifying Questions
  Reading:  Rossi  Chapters 2 & 3

Sept. 15  Needs Assessment
  Reading:  Rossi  Chapter 4

Assignment:

Sept. 22  Assessing Program Theory and Process
  Reading:  Rossi  Chapters 5 & 6

Sept. 29  Assessing Outcomes
  Reading:  Rossi  Chapters 7
          Bresciani I  Chapters 2 & 3

**Due: Needs Assessment**

Oct. 6  Developing an Outcomes Assessment Plan
  Reading:  Bresciani II  Chapter 3
          Bresciani I  Chapters 2 and 3
  Pick one case study from
Oct. 13  Teams meet with professor

Oct. 13 Collecting and Analyzing Data: An Overview

Reading: Bresciani I Chapters 4, 5, 13

Oct. 20 No Class

Due: Description of program, project and work plan. What do you plan to do, what is the timeline for doing the work.

Oct. 27 Collecting and Analyzing Data: Qualitative and Quantitative

Reading: Bresciani I Chapters 8, 9, 11, 12

Nov. 3  Ethics and the Politics of Evaluation

Reading: Rossi Chapter 12
Schuh and Upcraft Chapter 32 (Bb)

Nov. 10 Accreditation, Benchmarking, Best Practices

Reading: Bresciani I Chapter 7
TBA

Due: Interim report.

Nov. 17 Implementing the Assessment Plan, Reporting, Using Results, Issues and Concerns

Reading: Bresciani II Chapter 5, 6
Bresciani Understanding Barriers (Bb)

Nov. 24 Thanksgiving: NO Class

Dec. 1 Presentations  Teams will make presentations. Each presentation should be 15 minutes in length. 10 minutes will be allowed for questions for each presentation.

Dec. 8 Team presentations

* The schedule may change depending on our progress.

Final projects are due no later than noon on December 15.

Projects 2010

1. Buddy Program: Alcohol social norms campaign developed by a marketing campaigns class in the spring 2010 and implemented by Student Success for the Fall 2010. Identify learning outcomes, develop assessment plan that is linked to
Chancellor's initiatives of recruitment, retention and/or timely graduation as well as the learning outcomes, and identify elements of the assessment plan that can be conducted by future assessment classes. Project co-sponsors: Frank DeSalvo and Cindy Derritt.

2. Financial Aid and Scholarships: Financial Aid has a robust assessment plan in order to comply with state and federal regulations. The office has recently expanded to include scholarships. Identify how this existing assessment plan should be broadened to include the addition of the scholarship area, how it is tied to the new University-wide emphasis on recruitment, retention and/or timely graduation and identify elements of the assessment plan that can be conducted by future assessment classes. Project co-sponsors: Hans von Rautenfeld and Cindy Derritt.

3. Kansas Memorial Union—Services: This large auxiliary unit has completed periodic assessments of services but does not have a robust assessment plan. Identify learning outcomes, develop an assessment plan linked to both the learning outcomes and recruitment, retention and timely graduation. Identify elements of the assessment plan that can be conducted by future assessment classes. Project co-sponsors: David Mucci and Cindy Derritt.

4. Kansas Memorial Unions—Student Union Activities: This large auxiliary unit has completed periodic assessments of services but does not have a robust assessment plan. Identify learning outcomes, develop an assessment plan linked to both the learning outcomes and recruitment, retention and timely graduation. Identify elements of the assessment plan that can be conducted by future assessment classes. Project co-sponsors: David Mucci and Cindy Derritt.

5. Financial Literacy Program: The Financial Literacy Program is based on the work of the Financial Literacy Task Force, which issued its final report in spring 2009. It involves collaboration between the Office of the Vice Provost for Student Success, Student Senate, KU Memorial Unions and the School of Business, with input from the Office of Student Financial Aid and other offices across campus. The program is dedicated to educating students on how to analyze their finances, make sound decisions and control their financial lives at KU and into the future. An office has been created for this program beginning in the Fall 2010. Identify learning outcomes, develop an assessment plan linked to both the learning outcomes and recruitment, retention and timely graduation. Identify elements of the assessment plan that can be conducted by future assessment classes. Project co-sponsors: Kathryn Tuttle and Cindy Derritt.

6. Data Analytics and Technology area (DATA): This is a new area that focuses on technical and research support for both Student Success and the University. This area combines the Student Information Systems department, Student Success Technology Support department and centralizes research and reporting staff from the various other departments. Each department has previously conducted some assessments but a new comprehensive assessment plan is needed due to the new structure. Identify
outcomes for the area and develop an assessment plan linked both to the outcomes and recruitment, retention and timely graduation. Identify elements of the assessment plan that can be conducted by future evaluation classes. Project sponsor: Cindy Derritt.

7. Needs assessment of what technology is needed to best support assessment efforts for a comprehensive unit such as Student Success. This needs assessment should include all technology including analytical software, surveying/data collection software, how to best warehouse the results for future cross-reference and use, and how to best disseminate the information in a useful manner to internal audiences as well as external audiences as appropriate. Could involve investigating what other universities do to support assessment efforts. Project sponsor: Cindy Derritt

8. School of Education assessment of stakeholder perceptions of proposed new teacher education preparation program. This will involve carrying out focus groups with at least three different stakeholder groups: current students, recent graduates and administrators/teachers. Three groups will work on this project. Some of your work will be as a larger group but you will break up into smaller groups to conduct interviews. Contact: Dr. Sally Roberts, Associate Dean for Teacher Education

9. Assessment of young alumni participation rates spanning across peer institutions within the Big 12/10 and nationally. One can also survey how the student experience translates into donation dollars for this young alumni group. Contact: John Hillis, Assistant Vice President for Development Programs jhillis@kuendowment.org 832-7330

10. Undergraduate advising at KU Edwards Campus: The expansion of Edwards Campus academic programs will increase demand for academic & student services. For example, in 2010 the Edwards Campus added a new BBA program and an additional undergraduate advisor. This has translated into hundreds of prospective BBA student inquiries and 40+ (& growing) additional KU students. With four more undergraduate programs to launch in the next few years, it would be very helpful to have an assessment of our undergraduate advising services and processes.

The assessment should address the following questions:
  a. How are students utilizing the undergraduate advising services at KU Edwards?
  b. To what extent do EC undergraduate students feel their advising needs are being met?
  c. To what extent did prospective students get the advising services that they needed before making a decision to attend Edwards or not attend Edwards?
  d. How might we establish a continuous method of advising services evaluation (online evaluation/survey a la Nursing <http://www2.kumc.edu/son/advisingsurvey.html> & UAC <http://studentvoice.com/p/Project.aspx?q=67df8e9ba5b21484406aad79c293ec2dec5ba25575fede82bbaed753fa66c9b7088a50630c604f20>&amp;r=52>
Project co-sponsors: Chris Claussen, Dan Mueller and Mary Ryan.