CSPS 6393: Assessment, Accreditation, and Accountability in Higher Education
Spring 2021

Professor: Dr. Summer DeProw
Office: Room 610, Dean B. Ellis Library
Office Hours: Weekends and Evenings or by appointment
Office phone: 870-680-4311
Cell: Call or text 870-926-2956
Email: sdeprow@astate.edu

Virtual Office Hours

I will be online via Zoom on Tuesdays from 7-8 pm Central Standard Time. You are not required to attend my virtual office hours, but if you have questions about the course assignments or content, please join me via Zoom on Tuesdays. I can go over grading rubrics, reading materials, and answer your questions. You are also welcome to email me but sometimes two-communication is more effective. Here is the Zoom link for this semester:

Join Zoom Meeting
https://astatecall.zoom.us/j/94635590995

Course Description and Learning Outcomes

Course Description
Students examine and evaluate current polices in accreditation, performance-based funding, and federal compliance and analyze best practices in assessment of student learning in higher education. Students design curricular and co-curricular assessments at the course, program, and university levels. Restricted to Masters in College Student Personnel Services.

Program-Level Student Learning Outcomes
This course contributes to the following program-level student learning outcomes for the MS in College Student Personnel Services program:

1. Students in the A-State CSPS master's program will be able to acquire, critique, analyze, interpret, and apply pertinent information from the higher education literature; and select tools, methods, and approaches to solving practice-based issues.
2. Students in the A-State CSPS master's program will acquire leadership skills and knowledge to lead in diverse settings; function accordingly within a legal and political context; design, implement, and evaluate practices; make legally appropriate decisions and choices; understand and manage organizational improvement; and adhere to institutional, state, and national governance models.
3. Students in the A-State CSPS master's program will develop the capability to work effectively with and within diverse groups. Students will develop the skills to evaluate and interpret differing philosophical perspectives, and provide a forum where individuals can discuss and appreciate diverse viewpoints.

Course-Level Student Learning Outcomes
At the end of this course, students will know and be able to do the following:

- Articulate and defend a position on the accountability, accreditation, and assessment movement in higher education.
- Discuss regional, specialized, and national accreditation.
- Communicate, in writing, positions on accountability, accreditation, and student learning assessment.
- Articulate best practices in assessment of student learning.
- Design an assessment plan for curricular assessment, co-curricular, or university-level general education assessment.
- Demonstrate teamwork dynamics necessary for collaboration in the workplace.

Required

American Psychological Association. (2020). *Publication Manual* (7th ed). American Psychological Association. ISBN: 978-1-4338-3217-8

Gaston, P. (2014). *Higher education accreditation: How it's changing, why it must.* Stylus Publishing. ISBN: 978-1-57922-762-3

Gagliardi, J.S., Parnell, A., & Carpenter-Hubin, J. (Eds). (2018) *The analytics revolution in higher education.* Stylus Publishing.

Kelchen, R. (2018). *Higher education accountability.* Johns Hopkins University Press. ISBN: 978-1-4214-2473-6

Suskie, Linda. (2018). *Assessing student learning: A common sense guide* (3rd ed). Jossey-Bass. ISBN: 978-1-1194-2693-6

Required Technology

Technology (hardware and software) and internet access will be key to course success. Please check the following list to be certain you have the technology needed to be successful in your courses.

1. Internet Access—You should make arrangements to have access to the Internet, preferably high-speed Internet, for the duration of this course. A wired, high-speed, Internet connections (ethernet cable), is highly recommended especially when taking a test and uploading assignments.

2. Computer Operating Systems
    - For PCs: Windows 8, Windows 10
    - For MACs: OS 10.12, 10.13, 10.14
    - For Cellular Phones: iOS or Android

3. iOS Devices, any of these options should work; however, completing most course assignments will need a computer:
    - iPod Touch, iPhone 4S, iPhone 5S, iPhone 5c, iPhone 6, iPad 2, iPad 3, iPad Mini 3, iPad Air 2

4. Android Devices, any of these options should work; however, completing most course assignments will need a computer:
    - Galaxy S4, Galaxy S5, HTC G1, LG C800, myTouch, HTC One, Galaxy Note 2014, HTC One M8

5. Software—You will be the most successful in this course if you have access to a computer with the following software installed:

- Microsoft Office **–Excel, Power Point and Word.** . A-State has secured for you access to the latest MS Office software for both Mac and PC users. Please visit this page to download software you need to be successful in this course: http://www.astate.edu/a/its/software-downloads/

- Students are welcome to use Mac Applications such as Keynote, Numbers, and Pages, but please plan to convert these documents to the Microsoft file types prior to assignment submission. This course technology requirement also applies to Google Slides, Sheets, and Docs.

- Browsers, Plug-ins, Players and Viewers—to take full advantage of all the features in this course, be sure you have the right technology at your fingertips. This includes:

- Blackboard-supported browser - Firefox 60, Chrome 74, and Safari 12+ (Internet Explorer is no longer supported) are compatible with the current version of Blackboard.

- Acrobat Reader - http://get.adobe.com/reader/

- It is recommend running the Blackboard Browser Check to verify installed plug-ins on your computer

6. Additional Computer Hardware: web camera, microphone, and speakers (can be internal hardware already available on your computer)

Course Policies

Students with Disabilities
If any student has a disability or problem requiring accommodation in order to succeed in the course, please contact me as soon as possible. Confidentiality will be maintained, and every reasonable effort will be made to meet your needs. Any student requiring accommodation must be registered with A-STATE'S's Office of Disability Services, 870-972-3964.

Academic Misconduct Policy
Plagiarism: In an intellectual community, information flows freely, but is constrained within the realm of proper citation. Plagiarism is defined as the act of taking and/or using the ideas, work, and/or writings of another person as one's own and will not be tolerated. Plagiarism extends to discussion posts as well as projects and papers in this course. Any questions a student may have relative to what may or may not constitute plagiarism should be addressed to the instructor and framed within the context of University regulations. It is the student's responsibility to familiarize oneself with appropriate definitions and regulations concerning plagiarism or other academic misconduct. Plagiarism is a serious offense against academic integrity which could result in failure for the paper or assignment, failure for the course, and/or expulsion from Arkansas State University.

Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner.

Any incidents of cheating or plagiarism will be rigorously pursued by the instructor. For further information, including specifics about what constitutes plagiarism or cheating, see A-State's Academic Integrity Policy beginning on page 18 of the 2020-21 Student Handbook.

Makeup Work
All assignments must be submitted by midnight of due date. No credit is awarded for late submissions. If you have extenuating circumstances, please contact me so we can work through an alternative plan.

Email
Please feel free to email me directly with questions of a personal nature, grading questions, advising help, or with any other issues that are not appropriate for the rest of the class to read. I will try my best to respond to your emails within 24-36 hours during the work week. Over the weekends, please be patient. I will return your emails as soon as possible.

Grading
Grading may take up to 5 working days. Please do not email me grade related questions before 5 days have elapsed. Please read all grading rubrics. These rubrics spell out the required elements of the assignments. I am willing to work with you to make the course a positive learning experience for you. Please ask me questions via email when you need help.

Discussion board
Discussion board postings are an integral part of the course. You must post your own responses weekly to the discussion board and must read and respond to at least two other student's posting. Responses must be more than "I agree." They should be substantive and should reference reading assignments, web references, lecture notes or outside resources. Every post must follow English grammar rules. Please do not copy paste from a webpage to your personal discussion board post. Posts will be randomly checked for authenticity.

Be respectful of others' ideas. Do not make insulting or inflammatory statements to any class members. Rude, obscene, or disrespectful posts will not be tolerated. Part of the nature of this class is for participants to help each other troubleshoot problems and develop critical-thinking skills. Working through questions on the discussion forum is an excellent method to develop proficiency in these areas.

Attendance
This is an asynchronous course and formal attendance is not assessed. However, course success depends on your engagement in the course reading assignments, discussion boards, and projects. Please make time to check your discussion board posts regularly and collaborate with your teams and professor.

You must make your initial discussion posts to the discussion board weekly by Thursday evenings at 11:59 p.m. CST. This will give time for everyone to respond to your posts. Please make time to read the material and make your discussion board posts.

Course Requirements

As an approximately seven-week course, this will be a fast-paced course and you should be prepared to spend at least one to three hours per day on readings, discussions, and assignments. I realize you are working professionals with families, vacations, and professional trips to take during the spring and summer months. Furthermore, I will participate in the discussion boards with you on a rotating basis and include a few power point slide shows and videos to help explain some technical elements as needed. The forthcoming weekly schedule will provide all deadlines for the course requirements. There are five major course requirements: discussion board posts/responses, two group projects, one individual interview project, and one individual argumentative paper.

Discussion Board Posts/Responses
You are required to make one "initial post" related to the weekly reading assignments and two high-quality "response posts" per week. The initial post is due every Thursday by 11:59 p.m. CST. The response posts are due by Sunday at 11:59 p.m. CST. Please read the "Discussion Rubric" (in the Blackboard file named "Rubrics") for more details about acceptable posts and quality requirements.

There will be eight discussion posts required for this course: one introduction post, six textbook/course content posts, and two group project posts.

High-quality discussion board posts include a summary of the week's reading assignments, answers to any specific questions asked by the professor, and a question for your peers to spark the electronic conversation. You may also share your personal experiences; however, you must always remain civil and polite. This class will address education policy related to accountability, accreditation and assessment. Any discussions about government policy can touch one's political affiliations and leanings. Remember: be polite, open minded, and communicative.

Group Projects
There are two group projects due this semester. Both projects are Power Point presentations. The first project will focus on the regional accreditors, the accreditors' council, and USDOE. The second project will be an assessment plan for a co-curricular unit within higher education. More details about both projects are in Appendix A of this syllabus.

Individual Projects
You are required to declare the topic of your project and person you will interview of by the end of the first week of class. Please email me at sdeprow@astate.edu to let me know your preference. The project options are listed in Appendix B of this syllabus. Please read Appendix B and email me your selection on or before the deadline.

Keep scrolling for course schedule.

Course Schedule

Module	Date Range	Assignment	Deadline
UNIT I: Accountability			
1	January 12-17, 2021	**Lesson:** • Kelchen Chapters 2, 3, 4 • Watch the videos in Blackboard **Activities:** **1.1** Discussion board #1—Introductions **1.2** Syllabi Quiz **1.3** Discussion board #2—Module 1 reading assignments **Send three emails:** • Email to professor: Group project #2--Assessment plan declaration; one email per group due January 17 • Email to professor: Individual project #1—declare paper topic due January 17 • Email to professor: Individual project #2-select assessment, research, or effectiveness director or assistant director you will interview and declare date of interview due January 17	Discussion Board Post #1 and #2 due January 14 at 11:59 p.m. Comments Post Due January 17 at 11:59 p.m.
2	January 18-24, 2021	**Lesson:** • Kelchen Chapters 5 and 8 • Watch videos **Activities:** **2.1** Discussion Board #3—Module 2 reading assignments	Discussion Board Post #3 due January 21 at 11:59 p.m. Comments Post Due January 24 at 11:59 p.m.
UNIT II: Accreditation			
3	January 25-31, 2021	**Lesson:** • Gaston Chapters 1, 2, and 3 • Watch the videos in Blackboard **Activities:** **3.1** Discussion Board #4—Module 3 reading assignments **3.2** Individual Project # 1 References list and paper outline due	Discussion Board Post #4 due January 28 at 11:59 p.m. Comments Post due January 31 at 11:59 p.m.

4	February 1-7, 2021	**Lesson:** • Gaston Chapters 4 and 5 • Watch the videos in Blackboard **Activities**: **4.1** Discussion Board #5—Module 4 reading assignments **4.2** Discussion Board post #6 (Group Project #1), due February 4 at 11:59 p.m. Post in Blackboard as a thread. One thread per group. Please list group members' names in post title. **4.3** Group project #1 submission	Discussion Board Post #5 and #6 Due February 4 at 11:59 p.m. Comments Posts due for post #5 and #6 is February 7 at 11:59 p.m.
		UNIT III: Assessment	

5	February 8-14, 2021	**Lesson:**
		• Suskie Chapters 1, 2, 3, 4, 5, 6, 8;
		• Gagliardi, Parnell, Carpenter-Hubin 1, 4, 6;
		• View PowerPoints and articles;
		   ○ How to write SLOs PPT 1 and 2 PPT
		   ○ Blooms Taxonomy
		   ○ Co-Curricular Assessment 1 and 2
		   ○ Student Affairs Assessment
		   ○ Student Affairs Assessment Practices
		   ○ Measuring Co-Curricular Learning
		   ○ Weigh the pig, Feed the pig
		• Watch the videos in Blackboard.
		
		Activities:
		5.1 Discussion Board #7—Module 5 reading assignments
			Discussion Board Post #7 Due February 11 at 11:59 p.m.
			
			Comments Post due February 14 at 11:59 p.m.

6	February 15-21, 2021	**Lesson**:
		• Suskie Chapters 9, 10, 11, 12, 13, 14
		• Gagliardi, Parnell, Carpenter-Hubin 7, 9, 11
		• View PowerPoints and articles :
		   ○ Setting Benchmarks and Accountability Timelines PPT
		   ○ Analyze Assessment Data and Report Assessment Results PPT
		   ○ Rubrics PPT
		   ○ Build a Customized Rubric PPT
		   ○ Test Your Rubric and Intro to Data Reporting PPT
		   ○ Indirect Measures: Dr. Wilkinson PPT
		• Watch the videos in Blackboard
		
		Activities:
		6.1 Group Project #2 submission
		6.2 Discussion Board post #9 (Group project #2), due February 18: Co-Curricular
			Discussion Board Post #8 and #9 Due February 18 at 11:59 p.m.
			
			Comments Post due February 21 at 11:59 p.m.

		Assessment Plan, Rubric, and Survey. Post in Blackboard as a thread. One thread per group. Please list group members' names in post title. **6.3** Discussion Board #8—Module 6 reading assignments **Optional**: Submit draft for individual project #1	
7	February 22-28, 2021	**Activities:** **7.1** Individual Project #1 due February 25 at 11:59 p.m. Submit through Bb Safe Assign. **7.2** Individual Project #2 due February 28 at 11:59 p.m. Submit through Bb Safe Assign.	

Course Grading

Assignments and Points

Course Requirement	Quantity@Points Possible	Total Points Possible
Email for Group Project 2	1@10 points	10
Email for Individual Project 1	1@10 points	10
Email for Individual Project 2	1@10 points	10
Discussion Boards	9 @ 20 points	180
Syllabus Quiz	1 @ 20 points	20
Group Project 1	1 @ 100 points	100
Group Project 2	1 @ 100 points	100
Individual Project 1-References/Outline	1 @ 50 points	50
Individual Project 1	1 @ 200 points	200
Individual Project 2	1 @ 100 points	100
Total Points		**780**

Letter Grade Definition

Percent of Points Earned	Minimum Points Needed	Letter Grade
100-89.5%	698	A
89.4-79.5%	620	B
79.4-69.5%	542	C
Less than or equal to 69.4%	541	F

Flexibility Clause

The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

Appendix A—Group Projects

Your groups for both projects 1 and 2 and topics will be as follows:

Team No.	Team Members	Project 1 Topic	Project 2 Topic
1		CHEA	Assessment plan topic: Declare by January 17
2		MSCHE	Assessment plan topic: Declare by January 17
3		HLC	Assessment plan topic: Declare by January 17
4		NECHE (NEASC)	Assessment plan topic: Declare by January 17
5		NWCCU	Assessment plan topic: Declare by January 17
6		SACS COC	Assessment plan topic: Declare by January 17
7		WASC ACCJC	Assessment plan topic: Declare by January 17
8		WASC SCUC	Assessment plan topic: Declare by January 17

Group Project #1 Details

Create a power point presentation that outlines the following:

- History
- Mission
- Region
- Accreditation standards/criterion (or standards/regulations for accreditors if you have CHEA)
- Review of at least one article from peer-reviewed journals or popular press about the accreditor or where the accreditor was mentioned
- Team's analysis of accreditor's effectiveness
- Post into Discussion Board by deadline in schedule; please select team leader to make post; only one post per team
- Answer other teams' questions about project

Group Project #2 Details

Use assessment plan form for co-curricular unit and do the following:

- Develop three learning outcomes
- Declare assessment measures for three outcomes
- Develop rubric for at least one learning outcome
- Develop three to five survey questions for at least one learning outcome
- Complete timeline and responsible parties
- Post into Discussion Board by deadline in the schedule; please select team leader to make post; only one post per team
- Answer other teams' questions about project

Appendix B—Individual Projects

Individual Project #1

You are required to submit a references list and paper outline in Module 3.

Topics: you may select any of the following questions and write a 5-page (exclusive of preliminary pages and bibliography) argumentative report.

Question options:
1. How has tuition cost and student-loan default rates impacted accountability in higher education? Are the associated accountability policies effective? Why or why not?
2. How has COVID-19 changed accreditation, institutional effectiveness, and student-learning assessment?
3. What are the elements of the US News and World Report rankings and is USNWR an effective measure of accountability?
4. How is student success measured? Analyze the measures of student success commonly reported to IPEDS and the College Scorecard. Are these measures effective? Why or why not?
5. How are institutions using data and analytics to improve student success? Are data analytics effective? Why or why not?
6. Is student-learning assessment effective? Why or why not?
7. Does regional accreditation ensure accountability and quality? Why or why not?
8. Should regional accreditation continue to be required for Title IV eligibility? Why or why not?
9. Did the recent negotiated rulemaking hearings regarding accreditation and innovation achieve the goals set by the USDOE? Evaluate the recent changes in accreditation by the USDOE? Why or why not?
10. Should the Carnegie Credit Hour be the measure of a degree program and thus, define college? How did the recent negotiated rulemaking hearings change the definition of a credit hour? What is your analysis of these events?
11. Should regional accreditation no longer be regional? Why or why not?

All individual projects will be submitted through SafeAssign/Turnitin in Blackboard. Please review grading rubric for more project details.

Individual Project #2

You must select a vice president, associate/assistant vice president, executive director, director, or assistant director (institutions use all sorts of titles) of student learning assessment, institutional research, institutional effectiveness and interview him/her. The interview can be face-to-face or virtual via Skype or FaceTime. You are welcome to interview the assessment leader at your institution and if you do not have an assessment leader at your institution, I am willing to make some recommendations for you.

Details of interview and report:
1. Submit the name of the assessment, research, effectiveness director by deadline in the schedule
2. Create 8-10 questions
    a. Questions should revolve around working in the field of higher education effectiveness and more specifically in either institutional effectiveness, institutional research, and/or student-0learning assessment depending on the person you select to interview.

3. Write a five-page report (exclusive of preliminary or reference pages) outlining the specific questions asked and the effectiveness, research, or assessment leader's responses. This is not a transcript of the interview. The question responses should be a summary of your discussions. You are welcome to use quotes from the interviewee.
4. Write a thank you email and copy the instructor within two days of interview