

CSPS 6393: Assessment, Accreditation, and Accountability in Higher Education
Spring 2023
CRN 12197

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Course Description and Learning Outcomes

Course Description

Students examine and evaluate current policies 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:

1. Develop leadership skills through the articulation of knowledge through robust discussions.
2. Communicate through visuals and writing of selected examples associated with assessment in higher education.
3. Communicate in writing research associated with institutional effectiveness and create a visual to summarize the research.
4. Demonstrate the ability to link assessment, planning, and budgeting in Student Affairs.

5. Articulate and defend the importance of the role in student affairs in assessment and accreditation.
6. Collaborate with group members to create a comprehensive plan for assessment and accreditation.

Required Textbooks

(Editor), J. M., & Rose, T. A. (2021). *Exemplars of Assessment in Higher Education: Diverse Approaches to Addressing Accreditation Standards*. Sterling, VA: Stylus Publishing. ISBN-13: 978-1642672497

Henning, G. W., & Roberts, D. (2016). *Student Affairs Assessment: Theory to Practice*. Sterling, VA: Stylus Publishing. ISBN-13: 978-1620363362

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 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 in the [2022-23 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.

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 outline the required elements of the assignments. Please ask me questions via email when you need help.

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.

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. The weekly schedule will provide all deadlines for the course requirements. There are five major course requirements: discussion board posts/responses, quiz over content, one group project, one individual current events paper, and one individual argumentative paper.

Discussion Boards

BACKGROUND:

Discussion boards allow us to exchange ideas and thoughts in a safe environment. Through the exchange of ideas, we expand our knowledge on the role of student affairs in assessment and accreditation.

ASSIGNMENT:

Students are expected to take part in discussions through the discussion boards weekly. The discussions for the discussion boards will be focused on thoughts and ideas generated from the assigned readings. Students are expected to engage in meaningful discussions on the topic of the week. The instructor will check and take part in the discussion boards as needed.

GUIDELINES:

- As a participant, you must post an initial post and a minimum of two meaningful responses to the discussion boards posts. The initial response should include at least one reference other than the assigned textbook(s).
- Discussions for each will be available from Monday at 12:00 am through Sunday at 11:59 pm.
- Please refer to the following website ("3C and Q" Model) for a best practice in engaging with colleagues via discussion boards:
http://transliteratelibrarians.weebly.com/uploads/3/7/4/2/37427333/publishing_sharing_and_commenting2.pdf

Group Project

There is one group projects due this semester. It is the creation of an integrated assessment plan. More details about both projects are in Appendix A of this syllabus.

Individual Projects

There are three individual projects due this semester. Two of the projects are papers and will be submitted in word or a PDF. The other project will be a PowerPoint presentation covering your assigned chapter.

Course Grading

Assignments and Points

Course Requirement	Quantity @Points Possible	Total Points Possible
Discussion Boards	7 @ 30 points	210
Group Project	1 @ 200 points	200
Quiz	1 @ 50 points	50
Individual Project 1	1 @ 100 points	100
Individual Project 2	1 @ 100 points	100
Individual Project 3	1 @ 100 points	100
Total Points		760

Letter Grade Definition

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

Flexibility Clause

The 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.

Course Schedule Jan 10, 2023 - Feb 24, 2023

Module	Date Range	Assignment	Deadline
1	January 10-14, 2023	Lesson: <ul style="list-style-type: none"> Henning and Roberts Chapters 1-3 Watch the videos in Blackboard Activities: <p>1.1 Discussion board #1—Introductions</p> <p>1.2 Discussion board #2—Module 1 reading assignments</p>	Discussion Board Post #1 and #2 due January 14 at 11:59 p.m.
2	January 15-21, 2023	Lesson: <ul style="list-style-type: none"> Henning and Roberts Chapters 4-6 Watch the videos in Blackboard Activities: <p>2.1 Discussion Board #3—Module 2 reading assignments</p>	Discussion Board Post #3 due January 21 at 11:59 p.m.
3	January 22-28, 2023	Lesson: <ul style="list-style-type: none"> Henning and Roberts Chapters 7-9 Watch the videos in Blackboard Activities: <p>3.1 Discussion Board #4—Module 3 reading assignments</p> <p>3.2 Individual Project # 1 (Mini Paper) due</p>	Discussion Board Post #4 and individual Project #1 are due January 28 at 11:59 p.m.
4	January 29-February 4, 2023	Lesson: <ul style="list-style-type: none"> Henning and Roberts Chapters 10-12 Watch the videos in Blackboard Activities: <p>4.1 Discussion Board #5—Module 4 reading assignments</p>	Discussion Board Post #5 due February 4 at 11:59 p.m.
5	February 5-11, 2023	Lesson: <ul style="list-style-type: none"> Henning and Roberts Chapters 13-15 Watch the videos in Blackboard Activities: <p>5.1 Discussion Board #6—Module 5 reading assignments</p> <p>5.2 Individual Project #2 (Mini Paper) due</p>	Discussion Board Post #6 Due February 11 at 11:59 p.m.
6	February 12-18, 2023	Lesson: <ul style="list-style-type: none"> Henning and Roberts Chapters 16-19 Watch the videos in Blackboard Activities: <p>6.1 Discussion Board #7—Module 6 reading assignments</p> <p>6.2 Individual Project #3 (Presentation) due</p>	Discussion Board Post #7 Due February 18 at 11:59 p.m.
7	February 19-23, 2023	Activities: <p>7.1 Group project #1 (Integrated Assessment Plan) submission due February 23 at 11:59 p.m.</p> <p>7.2 Complete the Quiz on Higher Education Accreditation</p>	

Appendix A—Group Project

Group Project #1: Integrated Assessment Plan

Background:

As a student affair professional it is critical you can link planning, assessment and budgeting.

Assignment:

Create an Integrated Assessment Plan for a Division of Student Affairs. Each team member is expected to contribute equally to the creation of the IAP.

Guidelines: The compilation of information will be presented in the form of a word document and visual.

- Identify the area to be assessed
- Articulate why the area needs to be assessed
- Identify the target audience
- Determine how assessment of the area supports the institutional strategic plan
- Identify the purpose of the assessment: Student learning, improvement of operations, etc.
- State three goals associated with the assessment (i.e. student learning, improvement of services, etc.)
- Develop a survey instrument associated with the area
- Collect survey responses from classmates
- Analyze survey responses
- Report survey responses
- Design a comprehensive report that highlights the planning, assessment, budgeting, and reporting components
- Complete timeline and responsible parties

Appendix B—Individual Projects

Individual Project #1: Mini Paper on Current Issues

Background:

The assessment and accreditation landscape is very dynamic. As a student affairs professional, it is imperative that you are knowledgeable of current issues.

Assignment:

Students will find current articles related to assessment, accreditation, and student affairs. Students will compose a mini paper that summarizes and analyzes the content of the articles.

Guidelines:

- The mini-papers should be typed, double-spaced, one-inch margins, and include page numbers. Each mini paper should be a minimum of 500 words.
- The mini-papers should not be a summary of the article; incorporates your thoughts, questions, and beliefs into the mini-paper.
- The mini paper should follow the following format:
 - o Title Page (Include word count of the mini paper)
 - o Content
 - o References
 - o Copy of the Article.
- Submit mini paper as a word document or PDF.

Individual Project #2: Mini Paper on The Role of Student Affairs in Assessment and Accreditation

Background:

Assessment and accreditation can be often academic focused. However, student affairs have an important role in student learning and improvement of services. As a student affairs professional, it is imperative that you are knowledgeable of the role student affairs professionals play in assessment and accreditation.

Assignment:

Students will find current articles related to assessment, accreditation, and student affairs. Students will compose a mini paper that summarizes and analyzes the content of the articles.

Guidelines:

- The mini-papers should be typed, double-spaced, one-inch margins, and include page numbers. Each mini paper should be a minimum of 500 words.
- The mini-papers should not be a summary of your references; incorporates your thoughts, questions, and beliefs into the mini-papers.

- The mini paper should follow the following format:
 - o Title Page (Include word count of the mini paper)
 - o Content
 - o References
 - o Copy of the Article.
- Submit mini paper as a word document or PDF.

Individual Project #3: Presentation

Background:

As a student affairs professional it is important to continually learn about what other institutions are doing for assessment.

Assignment:

Create a presentation that highlights the efforts towards assessment and accreditation for your assigned college.

Guidelines:

Create a presentation on one chapter from Exemplars in Assessment (Options: Chapters 1-10)

- Explain the Case Study
- Explain Key Findings
- Identify the accrediting body
- Provide background on the accrediting body
- Provide additional information on where the institution is now in their assessment on student learning
- Identify strong and weak points for the case study

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

Chapter	Chapter Title	Student(s) Assigned
1	<i>Bakersfield College</i>	
2	<i>Boston College</i>	
3	<i>Canisius College</i>	
4	<i>City University of Seattle</i>	
5	<i>Institute of American Indian Arts (IAIA)</i>	
6	<i>Moravian College</i>	
7	<i>South Dakota State University</i>	
8	<i>Swinburne University of Technology</i>	
9	<i>University of the People</i>	
10	<i>U.S. Army War College</i>	

Appendix C-Module Objectives

Module Objectives

Module 1

- a. Explain the history of assessment in student affairs and the current state of assessment in student affairs
- b. Articulate the different ways knowledge is gathered
- c. Outline the general assessment process in student affairs

Module 2

- a. Plan and design an assessment project
- b. Articulate the types of assessment used in evaluation
- c. Create outcomes for an assessment program

Module 3

- a. Develop quantitative designs for assessment programs
- b. Compare and contrast the advantages and disadvantages of when to use a survey
- c. Recall the statistical elements of assessment

Module 4

- a. Develop qualitative designs for assessment programs
- b. Identify best practices for using interviews and focus groups
- c. Articulate additional assessment methods

Module 5

- a. Explain best practices in sharing assessment results
- b. Articulate how to use assessment results and close the loop
- c. Identify different issues related to ethics in assessment

Module 6

- a. Articulate the role politics plays in assessment in student affairs
- b. Outline how to create a culture of assessment
- c. Explain the importance of technology in assessment
- d. Articulate the future of assessment and its importance in student affairs

Module 7

- a. Create an integrated assessment plan