EVALUATION IN HIGHER EDUCATION—ELPS 431 (TTR 39533)

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Meeting place: Room 1401 25 EP, 6 pm –8:30 pm on Monday
Course Connect: http://courses.luc.edu Course ID: 2097, Password: value

Course description:
This course is intended for students who are pursuing an advanced degree in higher education or related area. This course will focus on the major issues involved in how higher education must deal with their responsibility as public servants to society and how assessment of academic and administrative quality serves as a means to ensure quality and accountability and improve academic quality.

Course goals:
Upon completion of the course, students will be expected to:
- Understand the need for higher education to be accountable to society
- Have a working knowledge of evaluation and assessment philosophy, approaches, models, and uses
- Understand the various strategies higher education employs to demonstrate its responsibility and improve its academic programs
- Understand the differences between the two major uses of assessment—quality assurance and improvement of quality
- Understand the issues and implications of student learning and development (outcomes) approach to quality
- Plan and conduct an evaluation (policy, practice, program or person, e.g. faculty)

Expectations:

Attendance:
You are expected to be present at all sessions. If you are not able to attend, please let me know in advance if possible.

Assigned readings:
All of the class sessions will involve group discussion of the assigned readings. You have an obligation to your seminar colleagues to do the readings before class and participate in the discussions.

Group Activities:
You will be expected to be a productive colleague, and assume your responsibility as a collaborator in the major project in this class.
Required Texts:

Stake, R. E. (in press). Standard-based and Responsive Evaluation. Sage. This manuscript is privileged material from Sage Publications and is to be used only for this course. Thus it cannot be reproduced or shared with others. Thank you for your cooperation.

Recommended readings:


**Calendar:**

**August 25—Introduction, issues and definition of evaluation/assessment**

* Baird, TEXT, p. 349f (See Figure 1, p. 351)


* Daughdrill, J. H. TEXT, p. 63f

* Davis, B. “Demystifying assessment: learning from the field of evaluation.” TEXT, p. 45f

* Gardiner, L. F. TEXT, p. 65f

* House, E. TEXT, p. 79f

* Stake, R. E. TEXT, Chapter 1.

**September 1—No class session due to Labor Day.** You can celebrate the work of our ancestors and our fellow citizens by working on this class.

**September 8—Approaches, models of assessment and evaluation**

* Gardner, D. E. “Five evaluation frameworks: Implications for decision making in higher education.” TEXT, p. 7f


* Stake, R. E. TEXT, Chapters 2-4

* Ewell, P. T., TEXT, P. 39f

**September 15—Planning and conducting an evaluation**


* Erwin, T. D. TEXT, p. 497f

* Kuh, G. D. TEXT, p. 289f

* Lincoln, Y. S. and Guba, E. G. TEXT, p. 651f
*Ory, TEXT, p. 597f
*Prues, J. and Johnson, R. TEXT, p. 603f
*Sell, G. R. TEXT, p. 215f
*Stake, R. E. TEXT, Chapters 5-6
*Stark, J. S. and Thomas, A. TEXT, pp. 211-214
*Thomas, A. M. TEXT, p. 231f

**September 22—Issues in conducting an evaluation/assessment**

The AAHE Assessment Forum. TEXT, p. 769f

*Ewell, TEXT, p. 733f


*Hansen, G. R. TEXT, p. 585f
*Hutchins, P. TEXT, p. 715f.
*Jacobi, M., Astin, A. and Ayala, F. TEXT, p. 695f
*Nettles, M. T. TEXT, p. 499f
*Ory, J. C. TEXT, p. 773f
*Stake, R. E. TEXT, Chapters 7-10

Terenzini, TEXT, p. 523f

**September 29—Administrative and student affairs program reviews**

*Brown, M. K. TEXT, p. 445f

October 6—Presentations on proposals

October 13—Academic program reviews

*Conrad, C. F. and Wilson, R. F. TEXT, p. 183f


October 20—Accreditation—institutional/regional and specialized/professional

*Atwell, R. H. TEXT, p. 143


Walhaus, R. A. TEXT, 173f

*Wolff, R. A. TEXT, p. 105f

October 27—Assessing Student Learning and Development

*Alexander, J. M. and Stark, J. S. TEXT, p. 387f


*Benjamin, E. TEXT, p. 59f

*Braskamp, L. A. (November, 2003). Assessing student formation is more than measuring student learning outcomes. Paper to be presented at Annual meeting of TRACS. (Handout)

Carpenter, C. B. and Doig, J.C. TEXT, p. 423f

Fong, B. TEXT, p. 413f


McGaghie, W. TEXT, p. 433f


*Warren, J. TEXT, p. 323f

*Wiggins, G. TEXT, p. 545f

**November 3--- Fall Break**

**November 10— Assessing Faculty Work**

*Braskamp, L. A. “Sitting beside” PPP.  www.luc.edu.faculty/braska  (Also handout)


Seldin, Peter (January-February 2000). Teaching portfolios. *Academe*, 86 (1)

**November 17---Reports**

**November 24---Reports**
December 1—Reports

December 8—Final exam week

Course projects:

You will be expected to complete the following assignments.

1. Evaluation of a policy, practice, program (department, college, or an entire institution), or person. It will be divided into three parts. Parts A and B can be a group project, but Part C must be completed individually.

Part A: Proposal: You (the team) are expected to write a short report (no more than 5 pages) in which you outline your proposed assessment of any one of the first three “P.” In your proposal, indicate the nature of the program to be assessed, the reasons or purposes of assessment, the intended uses, the major types of evidence to be collected, the desired impact, and some salient issues involved in the assessment. This can be a group project.

Part B: In 5 pages or less, you (team) are expected to present the salient results of the evaluation/assessment project of your plan. You will be making a presentation to the class and possibly to the intended stakeholders. Thus you will need to get clearance from the stakeholders on the requirement to make the evidence and report public to the class members. This can be a group report if more than one of you participated in the project.

Part C: In less than three pages, summarize your individual perspective on these questions:
   1) What issues (practical, philosophical) energized the progress of the evaluation?
   2) How trustworthy are our results? Why?
   3) What is the most significant bit of learning you take away from your involvement in this project?

2. Class presentation: You will be expected to actively participate in the class discussions.

3. Short analytical critique of an issue discussed in the class. In no more than two pages, you will provide your perspective on the following issue: Defining Quality and excellence. How do you define quality in higher education or in the area in which you are or plan to work? What criteria do you use in defining quality and excellence? What are the two most salient problems/issues you think need to be addressed in using your definition of quality and excellence? I would like your papers to be sent to me, so I can distribute them to all class members. We will be discussing them in class on November 10.
Distribution for the course grade:

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due</th>
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<tbody>
<tr>
<td>Project</td>
<td>25%</td>
<td>October 6</td>
</tr>
<tr>
<td>Part A: Proposal</td>
<td>25%</td>
<td>Nov. 17, 24, Dec. 1</td>
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<tr>
<td>Part B: Presentation</td>
<td>20%</td>
<td>Dec. 5</td>
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<tr>
<td>Part C: Perspectives</td>
<td>15%</td>
<td>Nov. 13</td>
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<tr>
<td>Issue paper</td>
<td>15%</td>
<td>Every week</td>
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<tr>
<td>Class participation-</td>
<td>15%</td>
<td>Every week</td>
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