Professor: Kris Hansen-Kieffer
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Phone: 717.766.2511 EXT 5234

Course Dates: July 30-August 2
Room: Boyer 231

Faculty Availability: I am glad to meet with you during the week of the course; simply touch base to determine a mutually good time. Following the intensive, I am available via e-mail (returned within 48 hours) or telephone appointment. I welcome your contact regarding assignment questions and ideas as well as for professional consultation.

Course Description: This course explores the role and importance of assessment in higher education, with an emphasis on designing effective student learning outcomes and departmental goals as well as institutional effectiveness strategies and review. Students will also be introduced to accreditation processes and how to use national institutional survey data to inform assessment.

Course Objectives:
At the end of the course students will be able to:
(1) Demonstrate the ability to assess organizational culture and demands in order to navigate organizational structures in an effective manner (1c)
(2) Demonstrate proficiency in development, promotion, implementation, and assessment toward excellence in educational programs and mission-driven initiatives (2a)
(3) Understand the principles and practices of program assessment, including ability to incorporate assessment findings into program review and improvement (2c)
(4) Demonstrate proficiency in writing measurable goals and outcomes and an ability to link these outcomes to broader institutional, departmental, and educational goals.
(5) Demonstrate an understanding of how to use national institutional survey data to shape strategies in attaining institutional effectiveness and student learning outcomes.

Textbook and Other Course Materials (in APA format):
Required:


Recommended:


Course Requirements:

Reading
Students are expected to do all of the assigned reading PRIOR to class discussion.

Participation
Students are expected to participate in class discussions and make meaningful connections between the reading and discussion.

Practical exercises
Students will be asked to complete 2 practical exercises that incorporate the reading and discussion of the day. These will include: 1) statement of the problem or issue 2) analysis of the problem or issue 3) suggested resolution. The resolution should incorporate the readings and discussion points. Topics to be covered include:

(1) writing effective and measureable goals and student learning outcomes
(2) analysis of assessment data
(3) creating an effective assessment feedback loop

Each exercise will be worth 25 pts.

Daily question/article analysis
Students will be provided with a specific question related to the day’s topic. They will provide a response to the question and summarize a related journal article.
Each exercise is worth 15 pts.

Assessment Project
This project allows the student to demonstrate a comprehensive understanding of the role of assessment in enhancing student learning and institutional planning. Each student will select a cocurricular or administrative division/department of an institution and create an assessment plan for it. A detailed outline of the assignment will be provided in class.
This project is worth 100 pts
Grading:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical exercises (2 X 25)</td>
<td>50</td>
<td>A 93-100%</td>
</tr>
<tr>
<td>Daily question (2 X 15)</td>
<td>30</td>
<td>A- 90-92%</td>
</tr>
<tr>
<td>Assessment Project (100 pts)</td>
<td>100</td>
<td>C+ 77-79%</td>
</tr>
<tr>
<td>Class Participation/discussion</td>
<td>50</td>
<td>C 73-76%</td>
</tr>
<tr>
<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td><strong>230</strong></td>
<td><strong>B</strong> 83-86%</td>
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</tbody>
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Criteria for Grading Assignments

A/A-: Assignment is well-written with no errors (spelling, grammar, sentence clarity; citation form, etc). Analysis is excellent and conclusions are well-supported, (readings, discussion). Questions are fully and clearly addressed.

B/B-: Assignment is moderately well-written with few errors. Analysis is good and conclusions are supported. Paper demonstrates a correct understanding of topic and familiarity with most supporting sources (readings, discussion).

C: Content shows either less than correct familiarity with the topic or supporting sources, is not fully responsive to the question(s) asked, or is poorly written (major mistakes made).

Late Assignments – Late assignments will receive a 5 pt deduction for every day they are late. After 2 days, they will not be accepted and a zero will be given for the assignment.

Returned Assignments – Assignments will be returned within 48 hours of the day they are due. The final project will be returned 2 weeks after it is due.

Academic Integrity

Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College. These violations include:

Plagiarism. Submitting as one’s own work part or all of any assignment (oral or written) which is copied, paraphrased, or purchased from another source, including on-line sources, without the proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another’s work as your own, etc.

Cheating. Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work. Examples: using a cheat sheet, altering a graded exam, looking at a peer’s exam, having someone else take the exam for you, using any kind of electronic mobile or storage devices (such as cell phones, PDAs, Blackberry, iPods, iPhones, Flashdrives, DVDs, CDs), communicating via email, IM, or text messaging during an
exam, using the internet, sniffers, spyware or other software to retrieve information or other students’ answers, purposely disconnecting from the internet to cause a lock on an online exam, etc.

**Fabrication.** Submitting altered or contrived information in any academic exercise. Examples: falsifying sources and/or data, etc.

**Misrepresentation of Academic Records.** Tampering with any portion of a student’s record. Example: forging a signature on a registration form or change of grade form on paper or via electronic means.

**Facilitating Academic Dishonesty.** Helping another individual violate this policy. Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one’s own work to be copied.

**Computer Offenses.** Altering or damaging computer programs without permission. Examples: software piracy, constructing viruses, introducing viruses into a system, copying copyrighted programs, etc.

**Unfair Advantage.** Attempting to gain advantage over fellow students in an academic exercise. Examples: lying about the need for an extension on a paper, destroying or removing library materials, having someone else participate in your place, etc.

Penalties for Violations of the Academic Integrity Policy - A faculty member may exercise broad discretion when responding to violations of the Academic Integrity Policy. The range of responses may include failure of the course to a grade reduction of the given assignment. The typical consequence for violations will be failure of the assignment. Some examples of serious offenses which might necessitate the penalty of the failure of the course include cheating on an examination, plagiarism of a complete assignment, etc.

The academic integrity policy in its entirety can be found in the student handbook and should be reviewed by every student, as the primary responsibility for knowledge of and compliance with this policy rests with the student.

**Course Support Resources**

**Americans with Disabilities Act**
Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services. Contact DisabilityServices@messiah.edu, (717) 796-5382.
Library and Librarian Assistance
The Library is an obvious source of information for research, presentations and projects. Currently, Beth Mark is the specific library liaison assigned to the social sciences disciplines. Although any librarian is trained and prepared to assist you, Beth works specifically with the social sciences and is most familiar with the resources and databases that relate to this field. Do not hesitate to contact her if you are having trouble locating specific sources for your assignments, as she is more than willing to help you. For her specific work schedule, contact her directly at BMark@messiah.edu or by calling ext. (717) 796-1800, ext. 3590.

Minimum Technology Requirements

Hardware and Software

- Internet Connection: High speed or Broadband required; Satellite Broadband not recommended due to conflicts with synchronous software; Air cards may not be used

- Browser: Mozilla Firefox 3.0 or higher (required)

- Operating System Version:
  - Windows® XP (recommended), or
  - Windows® Vista, or
  - Windows® 7, or
  - MAC OS 10.4 or higher

- Processor (CPU):
  - Desktop Processor (CPU): Pentium 4 at 3.0 GHz or faster or
  - Laptop Processor (CPU): Centrino (or Centrino Duo) 1.5 GHz or faster

- Memory (RAM):
  - Windows® XP: 512 MB or more; or
  - Windows® Vista: 1024 MB or more; or
  - MAC OS: 1024 MB or more

- Hard Disk Space: 40 GB or more of free space

- CD-ROM CD-RW drive (DVD or combo drive helpful)
• **Office Suite:**
  - MS Office 2007 or newer, or
  - OpenOffice 3.1, or
  - Google Docs
  - Webcam and headset (no speakers)

**Computer Skills**

Students must possess basic computer skills and have regular access to a computer with the Minimum System Requirements in order to participate fully. Specifically, students who enroll in an online course must have basic computer skills including:

**Computer Support:**

For your convenience, while you are taking an online course, “real person” assistance will be available in "real time" if a technological problem arises. Help is available 8:00 a.m. to 11:00 p.m., Eastern Standard Time, seven days a week, by the College’s Information and Technology Services staff.

**Weekdays – 8:00 am to 5:00 pm Mon. to Fri.**

A working knowledge of word processing

Navigate the internet using different search engines

Email (Compose, Attach, Send, Read)

Utilize Microsoft Office programs (Word & PowerPoint)

Copy and Paste

Via instant messaging (IM) @ SCS5901

By phone at (717) 796-1800, ext 5901

Or via email at bthompso@messiah.edu or ResNet@Messiah.edu

**Evenings and Weekends – 5 pm to 11 pm Mon. to Fri. and 8 am to 11 pm Sat. and Sun.**

By phone at (717) 796-1800, ext 3333

You will also have access to technical support (i.e. tutorials, help functions, etc.) through the College's portal, MCSquare, and also through the College's Learning Management System, SAKAI.
Master of Arts in Higher Education Program

Statement of Copyright Protection

The materials on this course web site are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

Statement of Confidentiality

Students in Online Courses will be asked to post written work and to engage in written dialog with other class members. The student should be aware that although confidentiality within the course environment is encouraged, it is possible that users in and outside the course may have access to course content.

Course Outline:

Monday, July 29th
9:00-11:30: Meet with all Higher Ed students in Boyer 235 for introductions and discussion of the common text (Each student should have read and be prepared to discuss Generation on a Tightrope: A Portrait of Today’s College Student.

11:30-100: Lunch with HIED program in Hostetter 113

1:30-3:30: Meet in Boyer 231
   Class (chapters 1-2 in Middaugh’s book)

3:30-4:00 Break

4:00-5:00-Daily question

6:00-8:00-Dinner with HIED students and faculty

Tuesday July 30th
9:00-12:00: Discuss articles
   Laura Miller talked about Institutional effectives, surveys and data
   Chapter 3 in Middaugh

12-1:00: Lunch on your own

1:15-2:30: Dr. Strausbaugh to talk about Middle States

2:30-3:00: Break

3:00-5:00: Student engagement and satisfaction
   Daily question
Wednesday, July 31st
9:00-10:00: Discuss articles/question
    Discuss comparative metrics etc..
    Chapter 5, 6, 7 and 8 in Middaugh

12:00-1:00: Lunch in Howe atrium with HIED

1:00-2:30: Higher Education Panel in Boyer 235

2:30-3:00: Break

3:00-5:00-Finish metrics discussion
    Practical #1

Thursday August 1st:
9:00-11:45: Student Learning Outcomes
    chapt 4 Middaugh, chap 3,4,7,8 Suskie

12:00-1:30 pm: President’s lunch for Graduate students

1:30-2:30: Canvas training in Boyer 237

2:30-3:00: Break

3:00-5:00: Assessment of student learning continues
    Practical #2

5:30-8:00: Dinner and social time with other HIED students and faculty

Friday, August 2nd
9:00-12:00: Discuss Practical exercise #2
    Discuss good assessment tools (part 3 in Suski book)
    Develop an assessment tool for the HIED summer intensive
    Review the final project

12:00-2:00-HIED lunch in Private Dining Room/summer intensive evaluation

2:00: Departure