
ASSESSMENT IN POSTSECONDARY EDUCATION

DONNA VINTON, UNIVERSITY OF NORTHERN IOWA

INTRODUCTORY ESSAY

Say the word "assessment" in higher education, and the contexts that first come to mind are likely to include faculty, grading, academic program review, and student learning outcomes in a major. Less likely to come to mind are student affairs professionals working in such settings as financial aid, career services offices, student unions, or residence halls. Assessment activities in the field of student affairs include gathering and using information on delivery of programs and services, student participation in programs and services, student needs, student satisfaction, and student achievement of intended learning outcomes. The National Association for Student Personnel Administrators provides examples of some student affairs web pages (NASPA, n.d.)

The past several years have seen increasing focus on the importance of skills in assessment for practitioners in the field. In their occasional paper on the role of student affairs in learning assessment, Schuh and Gansemer-Topf (2010, Paper Abstract) asserted "assessment must be integrated into the work portfolio of all student affairs staff." The list of competencies for student affairs professionals jointly developed by the two major professional organizations for student affairs (ACPA & NASPA, 2010) delineates skills related to assessment and emphasizes the importance of using assessment information within the institution: *Create the climate at the department level that [Assessment, Evaluation and Research] are central to the department's work . . . Effectively use assessment and evaluation results in determining the institution's, the division's, or the unit's accomplishment of its mission and goals, reallocation of resources, and advocacy for more resources.* The North Central Association Higher Learning Commission core criteria for institutional accreditation (Higher Learning Commission, 2013, 4.B) require institutions to "demonstrate a commitment to educational achievement and improvement through ongoing assessment of student learning" and include explicit language directing institutions to provide evidence of achievement of "the learning outcomes that it claims for its . . . co-curricular programs."

Developing skills in assessment has been a stated outcome for the master's degree in Postsecondary Education: Student Affairs at the University of Northern Iowa for over ten years. However, when I began teaching the course "Assessment in Postsecondary Education" in the spring semester of 2007, I knew the class was not one that most students in the program looked forward to taking. It sounded a little too much like a required course in educational research and was not a particular priority for students who were drawn to student affairs by the desire . . . work directly with students.

Content for the course syllabus is based on the concept of the "promising syllabus" defined by Bain (2004, pp. 74-75). In addition to such basics as instructor contact information and lists of assignments

and readings, the promising syllabus tells students what they will take away from the course in terms of skills and knowledge, the course activities that will help them reach that end, and what the teacher and the students will do to make learning happen. So, in the syllabus and throughout the course, I work to help students see the "why" as well as the "what" of activities in the course by connecting activities with learning outcomes and connecting activities and outcomes with their practical applications in professional life.

My stated goals for the course are for students to build mental frameworks for understanding and thinking about assessment; develop a body of methodologies, strategies, and resources for engaging in assessment-related activities; and enhance their skills in communicating what they know about assessment to others. The course makes use of five organizing questions that appear later in the syllabus.

The reason for using the organizing questions is to provide students with a strategy for fitting what they read and do in the course into a framework that will help pull the various activities, readings, and course content into a coherent whole, rather than a collection of what could seem to be a randomly-selected and basically unconnected assortment of information amassed to take up a semester's worth of their time. As instructors, we know the information and assignments we have made part of our courses have a greater purpose. Without some guidance from us, however, students may not see how the various pieces of the course fit together or connect with the promised outcomes. The use of guiding questions is intended to make the coherence of course content more visible and provide a tool to assist with learning.

Among the unstated goals are creating positive attitudes toward the practice of assessment and a belief in the value of evaluating the outcomes of their work with students. These goals require constructing the course in a way that moves students beyond an introduction to particular skills and content, to an engagement with the concepts and practices that connect with their experiences to date and with their views of themselves as professionals in the field. Three pedagogical strategies for the course aim at creating this engagement:

- The use of reflective writing to attempt to move students from memorizing information to applying, analyzing, and reacting to it;
- Course readings that begin with textbooks for assessment in student affairs but are extended and supported by readings involving real-life examples of assessment in student affairs, such as conference presentations, speakers, and college and university web sites that illustrate assessment activities; and
- A focus on application of knowledge through both in-class activities and course assignments.

REFLECTION

Students are required to write their reflections about each week's assigned readings and to post these reflections on the associated eLearning (course management system) web page. Presenting one's work in this public way is intended to help create a community of learners and underline the value of collegiality and knowledge-sharing. The written reflections are intended to help students add personal meaning to the content they read. A handout provided to students explains the purposes for reflection, to:

- Deepen your learning experience by connecting course content with previous study, coursework, and experience;
- Provide a means for tracking and examining the development of your thoughts and knowledge related to assessment over the course of the semester;
- Add to your skills in communicating about assessment;
- Broaden your perspectives and bases for thought by hearing others' thoughts and experiences;
- Capture ideas for future action and learning activities.

Reflections are not to be a report on the assigned readings, but reactions to them. On the first night students are given this mnemonic to illustrate approaches they might take as they reflect.

CONSIDER HOW WHAT YOU READ:

Raised questions for you

Encouraged you

Fit with your observations and experience

Lost you in presentation and concepts

Excited you

Confirmed beliefs or feelings

Took you by surprise

Students choose the topics they include in their reflections and the issues they raise. Reflections are not graded individually, but as a set, in order to encourage a focus on the process of reflecting, rather than each individual reflective document. Criteria include the following:

Provide responses that are specific and detailed. Use illustrations, examples, and explanations where possible and necessary to support and explain the points that you make. Identify reading sources by title and author so that a reader can connect your thought to course readings. Connect ideas across the week's readings and/or course activities and with previous learning and experiences. Identify possible extensions of ideas/concepts and/or pose questions or other areas for consideration related to the topic, where appropriate. Connect the organizing questions for the course with your comments.

TEXT BOOKS SUPPLEMENTED WITH PRACTITIONER EXAMPLES

While there are many excellent texts on assessment in general, the texts I have chosen deal specifically with assessment in the field of student affairs. Topics covered in the assigned chapters are supplemented with journal articles, PowerPoint presentations from recent conferences, and links to web sites for student affairs divisions and program areas. These outside readings are available to students through a course packet, the university library reserve desk, electronic books available from

the university library, and web links provided on the eLearning web page for the course. The supplemental readings are intended to do two things—first, to show applications of the concepts covered in their texts, and second, to make the point that professionals really do think about, talk about, and engage in assessment activities as part of their professional lives and responsibilities.

APPLICATION OF KNOWLEDGE

Because assessment activities can be perceived as above and beyond, or outside of, one's "real" work in higher education, I strive to connect in-class activities and course assignments to specific student interests and needs and to provide them with ways to apply and practice the content knowledge and skills addressed in their reading.

One way used to point students to application of knowledge in the course is to provide a list of questions introducing the readings for each week. The questions are intended to echo those that real practitioners might raise when faced with the idea of assessment. For example, the following questions preface the second week of the course:

- What's all the fuss about assessment? Why is it such a big deal now?
- Isn't assessment just something for professors and courses and academic programs? What does it have to do with student affairs professionals?
- What does accreditation involve? Is it a serious thing or just "busy work" for colleges and universities? Isn't being reaccredited just a given, a formality?

These are the questions introducing the readings for the twelfth week of the course, when students are learning strategies for reporting and using assessment results:

- Who needs to know about assessment results?
- Reporting on assessment means creating dull reports that no one reads, right?
- How do you get people to read about assessment results? What makes one assessment report different from (or better than) another?

In addition to the weekly reflection papers already noted here, the course assignments are similar to the tasks they might complete as student affairs professionals: 1) research and analyze a commercial assessment instrument that might be purchased for use in a particular program or department within student affairs, 2) review the assessment plan for a student affairs area of interest to them, 3) plan, implement, and report on an assessment project serving a student affairs program on campus (or at the institution where they work, if they are employed while a student), and 4) write an information piece/white paper on assessment for a real or imagined supervisor in an area of student affairs of interest to them.

The bulk of students' time in the classroom, however, is spent in working individually or—more often—in groups to apply concepts from their reading. Within a three-hour class period, students may complete and share their work on two to four individual activities. I set the direction and context for

each activity, students engage in the activity, and we end with group discussion to process the activity and what was learned by engaging in it.

Several examples may help illustrate the kinds of activities that make up a class period. When a chapter in their text emphasized the importance of making use of data already collected by the university, part of the class was spent in a computer lab with students pulling specific data on the student population from various reports assembled by the Office of Institutional Research. When students prepared to write a white paper (briefing, or position, paper) on the use and importance of assessment for a specific student affairs office on campus, they spent class time analyzing their readers' preconceptions, needs, and potential points of resistance and how they might address those in their paper; students then shared selected portions of their analysis with their classmates. When students were beginning to think about what they might do for the assessment project due at the end of the course, they were given a description of a particular project and an empty calendar and asked to create a time frame for completing the project. After students had created a first tentative description of an assessment project they might implement, about an hour of class time was spent with students sharing their project idea with three other students in class, one at a time, and getting questions, feedback, and suggestions for their project. By the end of the hour, each student had served as a listener for three other students and shared his/her idea with three other students.

Some examples of assessment projects completed by students in the fall semester of 2012 may also illustrate the course focus on application of knowledge and the importance of putting assessment information to use:

- Current and potential students of the student affair master's degree program were surveyed concerning their views and use of the program's web site. Results were used to revise the program web page.
- The university honors program experimented with a ropes course as a strategy for building community among students in the program. Observation of students at the event and a post-event survey of attending and non-attending students showed that this fairly expensive undertaking was well-received by students and achieved the outcomes intended for it.
- Data from MAP-Works, a commercial survey from Educational Benchmarking Incorporated (EBI) for first-year students, were analyzed to create a profile of incoming students who had not declared a major. Results were reported to administrators in the Office of Academic Advising for use in developing programming and services for this student population.
- Interviews and document analysis were used to gather information on current follow-up methods used to support the dual enrollment programs (high school students earning college credit) at a community college. Recommendations were made to improve student response rates to requests for information on their experience with the program and the usefulness of the information gathered.

CONCLUSION

Examining students' ability to apply course content and skills is accomplished through evaluation of student performance on assignments, using the rubrics provided for each assignment. Measuring students' feelings and attitudes toward assessment requires a separate strategy. To get a sense of how these have changed during the course, I use a survey created using the Student Assessment of Learning

Gains (About SALG, n.d.). SALG surveys engage students in assessing and reporting on their own learning experience. Instructors go online to the SALG website to create a survey to reflect their particular courses. SALG surveys include questions for each of five areas: aspects of the course that helped students learn, gains made in understanding key course concepts, gains in developing specified skills, gains related to various attitudinal issues, and gains in integrating specific concepts or bodies of information. Development of the test and evidence for its validity and reliability can be found in a report by Seymour, Wiese, Hunter, and Daffinrud (2000).

I cannot claim to have turned every student into an advocate for assessment, but results from administration of the SALG indicated that most students complete the course with more positive opinions of assessment than they brought into the course, along with increased knowledge and skills related to assessment. Fourteen of the 15 students who took the assessment course and completed the SALG survey in Fall 2012 reported great or good gain in their enthusiasm for the subject. Thirteen of the students indicated they had made great or good gain in their interest in learning more about assessment and assessment-related skills and knowledge.

Among the comments on the survey were the following:

- Assessment is such a valuable tool and my attitude has changed from one of an "eye-rolling" experience to actually enthusiastic!
- When I came into this class on the first night I was not excited to have to sit through this course every week. However throughout the semester I was surprised to find myself really enjoying what I was learning and excited to come back week to week.
- I was one of those students that came into the class almost dreading assessment. What . . . is it and how is it going to be useful to me? Having completed the semester, I see great value in the work that is done and I know I'll carry that with me for the rest of my professional career.
- I've gained numerous skills because of this class. My past experiences have only been in research, so this class definitely helped me see another side. And I think this "other side" is what we will utilize most as professionals in the field
- I learned that I really enjoy assessment and I'm excited about the impact assessment can have on improving student experiences, learning, and outcomes.

RESOURCES

About SALG. (N.D.). Retrieved May 10, 2013, from <http://www.salgsite.org/about>

American College Personnel Association and National Association of Student Personnel Administrators. (2010). *Professional competency areas for student affairs practitioners*. Retrieved June 22, 2012.

Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.

Higher Learning Commission. (2013) The criteria for accreditation and core components. Retrieved May 10, 2013.

NASPA. (n.d.). Student affairs assessment web sites. Retrieved May 11, 2013.

Schuh, J.H., & Gansemer-Topf, A.M. (2010, December). The role of student affairs in student learning assessment (NILOA Occasional Paper No.7). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment. [Retrieved](#) May 10, 2013.

Seymour, E., Wiese, D., Hunter, A. & Daffinrud, S.M. (2000). Creating a better mousetrap: On-line student assessment of their learning gains. Paper presentation at the National Meeting of the American Chemical Society, San Francisco, CA. [Retrieved](#) May 10, 2013.

SYLLABUS: ASSESSMENT IN POSTSECONDARY EDUCATION

WHY TAKE THIS COURSE

It is not hard to hear the word "assessment" these days. You will see it articles in higher education publications like the *Chronicle of Higher Education* and *Inside Higher Education*. You will find it in the web sites, publications, and conference schedules for professional organizations for student affairs such as NASPA and ACPA. You will find it as you explore the organizations related to your specific interests in the fields within student affairs—from admissions to career services to financial aid to residence and more. You may hear about it as you connect with student affairs professionals in your practicum and internship sites and may even have been involved with some assessment-related activities in settings related to both your work and your learning. You may be asked about your experience with and knowledge of assessment when you interview for employment after graduation.

So what is this thing called assessment and what do you need to know about it? The answer to those questions will be the focus of this course.

HOW THIS COURSE WILL HELP YOU LEARN ABOUT ASSESSMENT

You will not know everything there is to know about assessment by the end of this course. You will, however, have begun to

1. build mental frameworks for understanding and thinking about assessment,
2. develop a body of methodologies, strategies, and resources for engaging in assessment-related activities, and
3. enhance your skill in communicating what you know about assessment to others.

To achieve these goals, you will examine this thing called assessment in a variety of ways. You will read about assessment in your texts and explore writings on assessment from books, journals, and web sites. You will see specific approaches to assessment used by selected student affairs divisions and departments across the United States. Through in-class and out-of-class activities, you will practice assessment-related skills. By the end of the course, you will have planned, implemented, and reported on an assessment project for a college or university office or program.

FIVE ORGANIZING QUESTIONS

While you will be examining assessment from a variety of perspectives and through a variety of activities, you will make sense of what you are learning and tie things together by keeping *five organizing questions* in mind as you proceed through the course:

- What is assessment?
- What are reasons for doing assessment?
- What does well-done assessment look like?
- What are some challenges to doing assessment well?
- What are some tools, strategies, and resources for conducting assessment activities?

These questions do not have simple answers or "right" answers. The topic of assessment is a complicated one, and the questions above are answered in varying ways by varying sources and experts in the field. Your goal for the course should be to add to your ability to develop *your* answers to these questions, based on works in the field as well as on your own experiences.

LEARNING IN THIS COURSE

You will learn the greatest amount in this course if you are an active learner and work to personalize the information that you encounter. The following guidelines suggest strategies for learning in this manner.

- **Do all of the readings.** You do not need to read in the way you would if you were preparing for a test or final examination, seeking out and memorizing facts and data that might be asked in a test. Rather, read each source for the *concepts* it suggests, the *questions* it raises for you, and the *connections* you can make with your previous learning and experiences. Each reading assignment is intended to add one more piece to the puzzle, so to speak, as you put the pieces together into a meaningful and useful picture of assessment.
- **Participate in class and in assignments in as fully engaged a manner as possible, bringing to each activity your skills, knowledge, feelings, and innate abilities to question and create.** Learning in this course will result from student-content, student-instructor, and student-student interaction and activity. Participation in this class involves attending class, coming to class on time, taking an active role in class discussions and activities, completing assignments in a timely fashion, asking relevant questions, preparing reading and other assignments thoroughly and thoughtfully, interacting with others in the class in a positive manner, and turning in work that reflects professional pride in one's work.
- **Connect what you learn with your past and anticipated future experience and learning.** Ask yourself questions like: How does this fit with what I've learned or done before? What are the implications of this information or experience? How might I put this to use? What doesn't make sense or conflicts with what I know/believe/feel? How can I deal with questions and conflicts? What else would I like to know and how could I go about learning it?

WHAT YOU WILL BE ASKED TO DO

The readings and in-class activities will provide you with background and skills practice to help you complete the individual assignments that will give you hands-on practice in thinking about, conducting, and communicating about assessment-related activities. You will do the following over the course of the semester:

- Reflect on what the readings have added to your perspectives and knowledge related to assessment (reading reflections)
- Examine an assessment instrument to share with colleagues in class and learn about other assessment instruments from the resources they share (assessment instrument report)
- Review an assessment approach for an area of student affairs of interest to you, as the approach was presented in *Assessment in Student Affairs; A Practitioner's Manual* (practitioner's report)
- Conduct and report on an assessment project in an actual student affairs setting in an area of interest to you (assessment project)
- Summarize what you have learned about assessment, putting it in the context of an area of student affairs in which you work or would like to work (white paper)

You will not be asked to take tests or quizzes. The intent of the assignments is to provide you with opportunities to use what you learn and to tie your learning to your professional interests and goals. You will be provided with written instructions for each assignment, resources for completing the assignment, a rubric that explains how your work will be evaluated, and the weight of the assignment in determining your final grade for the semester. You are invited to use your instructor as an additional source of assistance as you proceed through the assignments and the course.

REQUIRED TEXTS AND READINGS

Bresciani, M. J., Gardner, M. M., & Hickmott, J. (2009) *Demonstrating student success: A practical guide to outcomes-based assessment of learning and development in student affairs*. Sterling, VA: Stylus.

Schuh, J. H., & Associates. (2009) *Assessment methods for student affairs*. San Francisco, CA: Jossey-Bass.

Course packet available from *CopyWorks*.

Additional readings available on reserve at Rod Library and accessible on the Internet will also be required for the course. *See the eLearning page of the course for a document listing all of the readings for the course week by week and indicating where they can be found—e.g., in your course packet, on the Internet, as a PDF file on the eLearning page. Readings for each week are also included on the week-by-week sub tabs of the eLearning page.*

OVERVIEW OF ASSIGNMENTS

WEEKLY REFLECTIONS

You are asked to reflect on each week's readings in a written format and post your reflections to the Discussions section of the eLearning page for the course. The purposes of these reflections are to: 1) help you interact with your reading materials in personally meaningful ways, 2) track the development of your thoughts and perceptions over the course of the semester, 3) share your thoughts with a community of colleagues, and 4) practice your written communication skills.

When you reflect on the readings, you will be asked to organize your thoughts around a set of basic questions:

- What is assessment? (*The concept*)
- What are reasons for doing assessment? (*Justifications and uses*)
- What does well-done assessment look like? (*Criteria*)
- What are some challenges to doing assessment well? (*Challenges*)
- What are some tools, strategies, and resources for conducting assessment activities? (*Resources*)
- What questions, thoughts, confusions, future goals/activities, etc., do I want to capture while they are fresh in my mind? (*Questions, etc.*)

For additional information, see *Reflection and Discussion Postings* on the web page for the course.

Grading: Your reflections will count for 20% of your final grade, divided into two grades worth 10% each—paragraph-based postings from the beginning of the course through the fifth week and bullet-point reflections from the sixth through the thirteenth week. See your eLearning page for more information on this assignment and rubrics for evaluation.

PRACTITIONER REPORT

You will be asked to select and report on a chapter from *Assessment Practice in Student Affairs: An Applications Manual* (2001) by Schuh, Upcraft & Associates (San Francisco, CA: Jossey-Bass). The report will be two to three pages in length and posted in the Discussions section of the eLearning page for the course. The purposes of this assignment are to: 1) examine an assessment project in an area of personal interest within student affairs, 2) gain experience in writing an executive summary of an assessment project, and 3) practice analyzing the applicability of selected assessment strategies to given situations and contexts as well as the potential usefulness of the information they will provide.

The report will consist of two sections—a summary report on the chapter and an analysis/application of ideas gained from reading the chapter.

Grading: This assignment will count for 10% of your final grade. See the eLearning page for additional information on the assignment and for the rubric.

ASSESSMENT INSTRUMENT REPORT

You will choose an assessment instrument from a list provided by the instructor, gather information on that instrument, and construct a report to share in a posting in the Discussions section of the eLearning page. In your posted report, you will use the following headings and then provide information for each area: name of instrument, publisher/source, web site (if available), cost, and overview/potential uses. You will also provide comments and/or questions related to the instrument (e.g., strengths or limitations you see, potential uses, similarities or differences with other instruments, additional information you would want before deciding to use the instrument, etc.).

The purposes of this assignment are to help you:

- 1) become familiar with some published assessment instruments used in student affairs,
- 2) see an example of a survey instrument and examples of questions or areas you could include in an assessment project,
- 3) learn how to seek out information on an assessment instrument using the instrument web site, and
- 4) practice applying criteria and considerations related to the choice of a published assessment instrument, as outlined in your course reading.

Grading: This assignment will count for 10% of your final grade. A rubric for this assignment is provided on the eLearning page for the course.

ASSESSMENT PROJECT AND PAPER

For this assignment, you are asked to design and complete an assessment project. You may use a current work, internship, or related situation or collaborate with a college/university department to conduct an assessment project of interest to you and of use to the department.

The assessment may be a needs assessment, program evaluation, assessment of student satisfaction, assessment of student learning outcomes, or another type of assessment covered in this class. The assessment project may be qualitative, quantitative, or a combination of both, but you must have a rationale that supports your chosen method. **Select an approach and a scope that you can do well in the time available for this assignment.**

You will be asked to present ideas for a potential project to colleagues in class about one month into the semester. This informal presentation will provide you with the opportunity to verbalize and further envision your assessment project and get feedback and assessment for fine-tuning your thoughts and strategies related to the project.

The purposes of this assignment are to provide you with 1) experience in planning and conducting an assessment project, 2) practice in preparing written and oral reports for an assessment project, and 3) opportunity to see a variety of assessment projects, as you hear and read about the your colleagues' projects.

Paper: The project should be documented in a paper, which should include: 1) an introduction that states what you are assessing and why, 2) a complete discussion of the methodology, 3) results of the assessment, and 4) the implications of the results for future planning. The paper will be evaluated on writing, references, the project itself, and how clearly you communicate the elements outlined above. In addition you will write an executive summary of your project to be handed in with your paper. The executive summary will also be posted in the Discussions section of the eLearning page for the course.

Presentation: You will present your project and its results to your colleagues in class. This is a formal presentation, fifteen minutes in length, followed by a brief period of time for questions from your audience. You are encouraged to use Power Point or Prezi for your presentation although it is not a requirement. The objective is to think of it as a presentation you are making to the stakeholders of the organization so that they understand how they might improve the program, service, or student learning and development in that particular environment.

Grading: The project—including the paper, executive summary, and presentation—will make up 30% of your final grade. Rubrics for evaluating the sections of this assignment are provided on the eLearning page for the course.

WHITE PAPER

The Situation: You see the need for additional assessment efforts in the department where you work. Your supervisor has some familiarity with the concept of assessment, but has asked you to provide more information before any action is initiated in the department. For this assignment, you may use either a current work position or a desired future position in student affairs.

Write a briefing paper ("white paper") of no more than 10 pages, not including your reference list, which explains:

- what is meant by assessment,
- why and how assessment could be useful to the department and to the institution, and
- how a well-developed approach to assessment might look within your department.

You are to include references to readings and other resources *from the course* to explain and support the points you make. Your overall goal is to provide your supervisor with a framework for approaching future discussions and action planning related to assessment in a knowledgeable fashion, supported by current research and thinking on the concept.

The purposes of this assignment are to: 1) provide you with an opportunity to review the course and show what you have learned, 2) apply what you have learned about assessment to a specific area within student affairs, 3) practice and demonstrate your skills in communicating about assessment to others.

Grading: Your paper will be count toward 20% of your final grade. A rubric for the white paper is provided on the eLearning page for the course.

 PARTICIPATION

The participation portion of your grade takes into account attendance, timeliness in getting to class and returning from breaks during the class periods, contributions to and involvement in class activities and discussions, and respectful interaction with colleagues in class.

Grading: A letter grade will be given for participation and will count for 10% of your final grade.

 ASSESSMENT IN POSTSECONDARY EDUCATION: WEEK BY WEEK

Date	Topic(s)	Readings	Assignment(s) Due
Week 1	Introduction to the course and each other		
Week 2	What assessment is and why it is done	Ch. 1 in Bresciani; Ch. 1 in Schuh; Ch. 1 in Upcraft in packet. Additional readings listed on web page.	Reflection postings
Week 3	Overview of assessment practices & procedures	Ch. 2 and Ch. 3 in Bresciani. Additional readings listed on web page.	Reflection postings
Week 4	Assessment methods Research vs. assessment	Ch. 4 in Bresciani; Ch. 3 in Schuh Additional readings listed on web page.	Reflection postings First draft of project idea
Week 5	Tracking, institutional database information, using instruments	Ch. 2 and Ch. 5 in Schuh. Additional readings listed on web page.	Reflection postings <i>Last reflection for first reflection grade.</i>
Week 6	Quantitative approaches, surveys	Readings listed on web page.	Bullet-point reflections Instrument Report
Week 7	Qualitative approaches and assessment ethics	Appendix 1 in Schuh. Additional readings listed on web page.	Bullet-point reflections
Week 8	Mixed methods; ethics, continued	Ch. 6 and Ch. 8 in Schuh. Additional readings listed on web page.	Bullet-point reflections
Week 9	Assessing needs and satisfaction	Readings listed on web page.	Bullet-point reflections Practitioner Report
Week 10	Benchmarking; developing outcomes	Readings listed on web page.	Bullet-point reflections
Week 11	Assessment planning; a culture of assessment	Ch. 6, Ch. 7, and Ch. 8 in Bresciani. Additional readings listed on web page.	Bullet-point reflections

Date	Topic(s)	Readings	Assignment(s) Due
Week 12	Reporting on and using results	Ch. 5 In Bresciani and Ch. 7 in Schuh. <i>Additional readings listed on web page.</i>	Bullet-point reflections
Week 13	Collaboration; principles of assessment	Ch. 9, Ch. 10, and Ch. 11 in Bresciani Ch. 10 in Schuh. <i>Additional readings listed on web page.</i>	Bullet-point reflections
Week 14	Project Presentations		
Week 15	Project Presentations		Assessment Project
Finals Week	Finals week meeting; presentations as needed		White Paper