



Graduate School of Education

EDU 6234 Course Syllabus

Course Information

Course Title: EDU 6234 Program Evaluation, Assessment and Accreditation in Higher Education

Course Number: CRN 23378

WINTER 2023

4 Quarter Hours

Course Format: Online

Canvas Login URL: <https://canvas.northeastern.edu/>

Instructor Information

Name: Cidhinnia M. Torres Campos

Email Address: c.torrescampos@northeastern.edu

Virtual Office Hours: By appointment

If for any reason you wish to express a concern about anything that may impact your success in a course, first speak directly with your instructor. If you need additional support, please contact your Academic Advisor.

Technical Requirements

Courses are available on Northeastern University's Canvas at the following link:

<http://canvas.northeastern.edu>. Canvas Technical support and resources including 24/7 phone (1-833-450-3937) and chat can be found on the help icon in Canvas. Northeastern Technical support can be accessed at 617-373-4357 (xHELP) or help@northeastern.edu.

Each student is responsible for accessing the internet for purposes of this course and for research. Internet access is a required component of this course and will not be accepted as an excuse for missed work. If you know that you will be traveling, then make sure you plan accordingly.

Note regarding e-mail/voicemail: If you e-mail, please include your name and class title. Please allow up to 48 hours for an email reply. If you leave a voicemail, please remember to include your name, class title, and phone number.

Course Prerequisites

None

Course Description

The course examines the purpose and goals of program evaluation. The course will allow students to explore the different methodologies of program evaluation and the application of results for continuous improvement at their workplace. Students will review various assessment tools, such as NSSE surveys and campus climate surveys. Secondly, this course explores the role and purpose of accreditation associations and the impact on colleges and universities.

Rationale: Many colleges and universities participate in campus-wide assessments, including campus climate surveys. Not only should students be aware of these various assessments, but also understand how to utilize the results. Lastly, institutions of higher education must participate in an accreditation process. Who are the associations? What are their accreditation criteria? Who is involved? What does the process entail?

Course Materials

Note: These texts are available electronically for free from the NEU library (sign in required)

Banta, T. W., & Palomba, C. A. (2015). *Assessment essentials: Planning, implementing, and improving assessment in higher education* (2nd ed.). San Francisco, CA: Jossey-Bass.

Suskie, L. (2014). *Five dimensions of quality: A common sense guide to accreditation and accountability in higher education*. San Francisco: Jossey-Bass.

Program Learning Outcomes (PLOs)

Graduates of our program will be able to:

- Identify local, national, and global disruptions and their impact on higher education policy and practice to participate in and lead change within the higher education sector.
- Analyze problems in higher education and recommend innovative solutions grounded in historical awareness, applied theory, and driven by data.
- Integrate principles of social justice and inclusion into various functional areas within higher education.
- Engage in lifelong learning to continuously hone and improve their skills, specifically in areas of technology proficiency and the ability to interpret federal, state, and institutional laws, regulations and policies to design and implement policies and procedures ensuring compliance
- Apply key higher education competencies, such as budgeting, crisis management, collaboration, change agency, problem-solving, technology literacy, data-driven decision-making, through experiential learning opportunities.

Course Learning Outcomes

Based on satisfactory completion of this course, a student should be able to:

CLO1: Analyze the purpose and goals of program evaluation in higher education

CLO2: Compare and contrast the different methodologies of program evaluation

CLO3: Determine the application of program evaluation results for continuous improvement

CLO4: Consider various assessment tools

CLO5: Examine the role and purpose of accreditation associations

CLO6: Evaluate the impact of accreditation associations on colleges and universities

Building your ePortfolio

As you progress through your M.Ed. Program, in each course you will incorporate one or more “signature assignments” into your ePortfolio (assignments are designated in the syllabus). The program and each of the concentrations have identified competencies that

are essential to your success as education professionals. The ePortfolio provides evidence of your progress toward competencies and creates opportunities for improving your work in this regard.

Attendance Policy

Students in online courses are expected to complete course readings, participate in class discussions or other learning activities during the unit, and complete written assignments for each unit during the time of that unit.

All students are working adults, and it is understood that there might be one week when active participation in ongoing class conversations and learning activities might be delayed.

Beyond one week time, if there is an absence or lateness in participation (1) faculty must be notified in advance; (2) grades will be adjusted accordingly

Policy on late work

Students must submit assignments by the deadline in the Eastern time zone as noted in the syllabus.

Students must communicate with the faculty *prior* to the deadline if they anticipate work will be submitted late. Personal illness, urgent family business, work-related issues, and other emergencies are the only basis for not submitting an assignment when it is due. If you need an extension, a request should be made in writing *prior* to the due date of the assignment. Work submitted late without prior communication with faculty will not be graded. Unless individual arrangements have been made with the instructor, assignments submitted up to 1 week late will be graded for 50% credit. After 7 days, assignments will not be accepted for credit.

Faculty / Student Communications

Email communication: students can expect that emails will be answered within 48 hours.

Phone and video conferences: students can request a phone or video meeting in addition to timely email communication.

Course Methodology

Discussion Board or other communication threads: students can expect questions on discussion boards directed to instructors to be answered within 24 hours.

Course Assignments: students can expect assignments are returned in a timely fashion, at minimum, graded assignments should be returned at least a week before the next graded written assignment is due. Written assignments should have reasonable written feedback in the body of the work, corresponding to the grade.

Grading/Evaluation Standards

The following is the GSE breakdown.

Grade Scale

| | | | | | | | |
|----------|----|----------|----|----------|----|----------------|---|
| 95-100% | A | 87-89.9% | B+ | 77-79.9% | C+ | 69.9% or below | F |
| | | 84-86.9% | B | 74-76.9% | C | | |
| 90-94.9% | A- | 80-83.9% | B- | 70-73.9% | C- | | |

Grade Breakdown:

Discussion and Collaboration -16%, Weekly, as assigned

Students are expected to participate in class discussions through the forums each week. Initial posts are due no later than 11:59 PM on Thursday. Responses (due by 11:59 PM Sunday) that reflect and accurately cite readings and course materials to support arguments or opinions expressed in the posts are expected. Please see the guidelines for discussion board posts in the assignments folder on the course site. Whenever possible, video and audio posts are encouraged (unless otherwise specified).

Assignment # 1 Accreditation Review -20 %, Due Week 6

Students will review, analyze and critique an established higher education accreditation process. A list of acceptable accreditation bodies to choose from will be provided.

Assignment # 2 The Book Club and Book Review-25 %, Due Week 10

During the quarter students will engage in a virtual book club and write a formal book review essay. Students will select a book from a provided list of options, conduct a book club in an assigned group, and then submit individual book reviews.

Signature Assignment: Evaluation Paper –Paper 25 %, Presentation 14%, Due Week 12

Developed over the course of the quarter, students will work in groups to develop an evaluation plan. Both a paper and presentation will be submitted as a group.

Course Schedule

| Week | Topic | Readings | Exercises/ Assignments |
|-------------|---------------------------------------|---|--|
| 1 | Welcome and Program Evaluation Part 1 | <ul style="list-style-type: none"> • Fischer, R. (Academic). (2017). What is program evaluation? • Holden, D. J., & Zimmerman, M. A. (2009). A practical guide to program evaluation planning: Theory and case examples. Thousand Oaks, CA: SAGE Publications, Inc. • Banta, T. W., & Palomba, C. A. (2015). Assessment essentials: Planning, implementing, and improving assessment in higher education (2nd ed.). San Francisco, CA: Jossey-Bass. • Cranton, P., & Legge, L. (1978). Program Evaluation in Higher Education. The Journal of Higher Education, 49(5), 464-471. | <ul style="list-style-type: none"> • Discussion- Introduce Yourself • Choose a Book Club Book • Discussion-Week 1 |

| Week | Topic | Readings | Exercises/ Assignments |
|------|--------------------------------|--|---|
| 2 | Program Evaluation Part 2 | <ul style="list-style-type: none"> • Holden, D. J., & Zimmerman, M. A. (2009). A practical guide to program evaluation planning: Theory and case examples. Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781452226507, Chapters 2 and 3 • Guide for the Evaluation of Undergraduate Programs (SUNY) | <ul style="list-style-type: none"> • Discussion-Week 2 |
| 3 | Assessment in Higher Education | <ul style="list-style-type: none"> • Banta, T., Palomba, Catherine A., & Ebrary, Inc. (2015). Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education, Chapters 2 and 3 • Suskie, L., & Safari, an O'Reilly Media Company. (2018). Assessing Student Learning, 3rd Edition., Chapter 1 • A Guide for the Perplexed by David Eubanks | <ul style="list-style-type: none"> • Book Club Meeting |
| 4 | Accreditation | <ul style="list-style-type: none"> • Introduction of Suskie, L. (2014). Five dimensions of quality: A common sense guide to accreditation and accountability in higher education. San Francisco: Jossey-Bass. • Overview of U.S. Accreditation from the Council for Higher Education Accreditation • Accreditation & Recognition in the United States from the Council for Higher Education Accreditation | <ul style="list-style-type: none"> • Choose Your Accreditation Body • Discussion-Week 4 |

| Week | Topic | Readings | Exercises/ Assignments |
|------|------------------------------|---|--|
| 5 | Assessment and Accreditation | <ul style="list-style-type: none"> • Based on your interest and readings from last week, choose one (or more) dimensions within Suskie, L. (2014). Five dimensions of quality: A common sense guide to accreditation and accountability in higher education. San Francisco: Jossey-Bass. • Choose one or more of the articles from the below: Informing Improvement: Recommendations for Enhancing Accreditor Data-Use to Promote Student Success and Equity, Barber, B., & Mcnair, D. (2017). Who Guards the Guardians? National Implications of Accreditation at City College of San Francisco. Community College Review, 45(3), 215-233., Impacts on Education of the Civil Rights Act:, Education and Title VI: • Dive into the accreditation assignment by exploring the accrediting body of your choice. | <ul style="list-style-type: none"> • Book Club Meeting |
| 6 | Measuring Outcomes | <ul style="list-style-type: none"> • Banta, T., Palomba, Catherine A., & Ebrary, Inc. (2015). Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education., Chapter 5 • Measuring Quality in Higher Education | <ul style="list-style-type: none"> • Accreditation Review Assignment • Discussion-Week 6 |
| 7 | Measuring Outcomes | <ul style="list-style-type: none"> • Suskie, L., & Safari, an O'Reilly Media Company. (2018). Assessing Student Learning, 3rd Edition, Chapter 16 • Cockett, A., & Jackson, C. (2018). The use of assessment rubrics to enhance feedback in higher education: An integrative literature review. Nurse Education Today, 69, 8-13. | <ul style="list-style-type: none"> • Discussion-Week 7 |

| Week | Topic | Readings | Exercises/ Assignments |
|-------------|--|---|---|
| 8 | Indirect Outcomes and Survey Design | <ul style="list-style-type: none"> • Banta, T., Palomba, Catherine A., & Ebrary, Inc. (2015). Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education., Chapter 6 • Choose a "Lessons from the Field" that interests you from the NSSE website • Schneider, Mark (2009, November 24). Assessing NSSE. Inside Higher Ed. • Survey Resources (videos and readings) | <ul style="list-style-type: none"> • Signature Assessment Sign Up • Book Club Meeting |
| 9 | Data Collection: Surveys, Interviews, and Focus Groups | <ul style="list-style-type: none"> • Banta, T., Palomba, Catherine A., & Ebrary, Inc. (2015). Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education., Chapter 6 • Cumming, T., Miller, M. David, & ProQuest. (2017). Enhancing Assessment in Higher Education: Putting Psychometrics to Work., Chapter 5 • Gavin, H. (2008). Interviews and focus groups. In Understanding research methods and statistics in psychology (pp. 253-262). London: SAGE Publications Ltd | <ul style="list-style-type: none"> • Discussion-Week 9 |
| 10 | Using Data to Inform Decisions | <ul style="list-style-type: none"> • Banta, T., Palomba, Catherine A., & Ebrary, Inc. (2015). Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education., Chapter 10 • Change with Analytics • Cox, B., Reason, R., Tobolowsky, B., Brower, R., Patterson, S., Luczyk, S., & Roberts, K. (2017). Lip Service or Actionable Insights? Linking Student Experiences to Institutional Assessment and Data-Driven Decision Making in Higher Education. The Journal of Higher Education, 88(6), 835-862. | <ul style="list-style-type: none"> • Book Review Assignment • Discussion-Week 10 |
| 11 | Wrap Up and Work Week | | <ul style="list-style-type: none"> • Signature Assessment Draft Peer Review |

| Week | Topic | Readings | Exercises/ Assignments |
|------|---|----------|--|
| 12 | Review and Submission of Signature Assignment | | <ul style="list-style-type: none"> • Signature Assignment-Evaluation Paper and Presentation • Discussion-Week 12 |

End-of-Course Evaluation Surveys

Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this course, please take the time to complete the evaluation survey at <https://neu.evaluationkit.com>. Your survey responses are **completely anonymous and confidential**. For courses 6 weeks in length or shorter, surveys will be open one week prior to the end of the courses; for courses greater than 6 weeks in length, surveys will be open for two weeks. An email will be sent to your HuskyMail account notifying you when surveys are available.

Academic Integrity

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors.

Go to <http://www.northeastern.edu/osccr/academic-integrity-policy/> to access the full academic integrity policy.

Student Accommodations

Northeastern University and the Disability Resource Center (DRC) are committed to providing disability services that enable students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act (ADAAA) to participate fully in the activities of the university. To receive accommodations through the DRC, students must provide appropriate documentation that demonstrates a current substantially limiting disability.

For more information, visit <http://www.northeastern.edu/drc/getting-started-with-the-drc/>.

Student Well-Being

All students have access to We Care – 617-373-7591 wecare@northeastern.edu for health concerns, referrals for mental health and assistance with leaves of absence. Additionally we have FIND@ Northeastern - Available 24/7/365 1-877-233-9477 (domestic) 1-781-457-7777 (international)
<https://www.northeastern.edu/uhcs/find-at-northeastern/>

Wyzant Tutoring Services

Northeastern University's College of Professional Studies is covering the cost of twenty-five hours per academic year of tutoring from Wyzant to help ensure your success in challenging courses. Tutors on Wyzant have helped thousands of students in 300+ subjects ranging from College Algebra to Academic Writing, Statistical Analysis to Microbiology. To access your free Wyzant Tutoring for students in the College of Professional Studies, please complete the following steps:

- Login to Northeastern University's [Canvas](#) platform and click on your active course.
- Once you are logged in your class, scroll to the bottom red link on the left side of the course navigation that says "Wyzant Tutoring".
- After clicking this link, you will be prompted to access your free tutoring using your Northeastern login credentials. Indicate your program, time zone, the course you'd like support in, and the specific topics or materials you'd like help with.
- You'll receive an activation email from Wyzant for Higher Ed. (If you don't see it, check your spam or junk folders.) From the email, click on the activation button.
- Potential tutors will begin reaching out to you. Their messages will be sent to your Northeastern email inbox and will be accessible via your Wyzant account dashboard.
- Respond back to the tutors you believe might be a good fit to schedule an online session when it's convenient for you — even late at night!

Library Services

The Northeastern University Library is at the hub of campus intellectual life. Resources include over 900,000 print volumes, 206,500 e-books, and 70,225 electronic journals.

For more information and for Education specific resources, visit <http://subjectguides.lib.neu.edu/edresearch>.

24/7 Canvas Technical Help

For immediate technical support for Canvas, call 1-833-450-3937. You can chat and report an issue to Canvas technical support right from within Canvas through the Help icon located in the Canvas global navigation.

myNortheastern, e-mail, and basic technical support

Visit the [Information Technology Services \(ITS\) Support Portal](#)

Email: help@northeastern.edu

ITS Customer Service Desk: 617-373-4357 (help)

Diversity and Inclusion

Northeastern University is committed to equal opportunity, affirmative action, diversity, and social justice while building a climate of inclusion on and beyond campus. In the classroom, members of the University

community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration, and an awareness of global perspectives on social justice.

Please visit <http://www.northeastern.edu/oidi/> for complete information on Diversity and Inclusion

TITLE IX

Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including male, female, transgender students, faculty, and staff.

Allegations of Prohibited Offenses can be reported to the Title IX Coordinator within **The Office for University Equity and Compliance** at: titleix@northeastern.edu and/or through **the Northeastern University Police Department (NUPD)** by phone: for an Emergency 617.373.3333; for Non-Emergency 617.373.2121. Reporting to NUPD does **NOT** commit the victim/affected party to future legal action.

Faculty members are considered "responsible employees" at Northeastern University, meaning they are required to report all reports of and information about alleged Prohibited Offenses to the Office for University Equity and Compliance.

If you or someone you know has experienced a Prohibited Offense, **confidential** support and guidance can be found through (<https://www.northeastern.edu/ouec/resources/main-campus-resources/>), **University Health and Counseling Services (UHCS)** staff (<http://www.northeastern.edu/uwcs/>) and the **Center for Spiritual Dialogue and Service (CSDS) clergy members** (<http://www.northeastern.edu/spirituallife/>). Employees within the VRC, UHCS, and CSDS are not required to report allegations of Prohibited Offenses to the Office for University Equity and Compliance.

In case of an emergency, please call 911 OR NUPD'S Emergencyline: 617-373-3333.

Please visit www.northeastern.edu/titleix for a complete list of reporting options and resources both on- and off-campus.

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The instructor reserves the right to amend this syllabus, both online and in the document itself, during the term and will notify students of the change(s). The revised syllabus is the official record of class policies and the schedule of due dates.