

EDU590 Institutional Assessment and Evaluation

(3 credit hours)

Course Syllabus

Course Description

This course explores the role of the Office of Academic Affairs at the University, particularly through the lens of program assessment, improvement, and prioritization. Students will also gain a fundamental understanding of the concept of institutional effectiveness, which focuses on the institution's ability to use planning strategies and evaluation data to evaluate current performance and create plans for enhancement as well as the organization of evidence and creation of an appropriate augment narrative in support of the accreditation cycle.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Explain the purpose and role of assessment in higher education
2. Evaluate programs by Analyzing data and communicating suggested programmatic changes
3. Examine the design and implementation of assessment evaluation methods as they relate to accreditation standards.

Required Textbook(s) and Resources

Your course has no required textbook. All resources are included in each week.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you

dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

This course has been designed as a Workshop course type.

This means that by Wednesday each week, you'll be posting a draft of an assignment you've been working on. This might be one paper or part of a longer, cumulative project. APA formatting will not be emphasized; however, you should still acknowledge any outside sources you use in some way.

By Saturday of each week, you will participate in peer review with your classmates. This means that you will read work from a certain number of your classmates and provide constructive criticism of their work. This feedback will be specific, objective, respectful, and done with positive intent. In other words, the course is designed to give you a real audience for your work, and that audience will give you their feedback and opinions. Harsh, condescending, or offensive comments will not be tolerated. Be sure to read directions carefully to find out how many and/or whose work you need to read and respond to. Since this feedback process is critical to the overall success of a workshop approach, up to one-third of your grade will be related to the feedback you provide to your peers.

By Sunday of each week, you will submit a revised version of your work based on the feedback you received from your classmates and instructor. If the course is working on a larger, cumulative project, the revised version will be posted at the end of the class.

Lastly, you will be writing a reflection due each Sunday that will address what you did to revise your work (or what you will do). You will discuss where you agreed with the feedback and where you disagreed with it. If you chose not to take the feedback given, you must explain why. Then

you will discuss the process in general and how beneficial you found it. Be sure to read the prompt carefully and address all elements within it.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Forums Activity 1.1 (n/a) Activity 1.2 (50)	Forums Activity 2.1 (50) Activity 2.2 (n/a)	Forums Activity 3.1 (50)	Forums Activity 4.1 (50)	Forums Activity 5.1 (50)	Forums Activity 6.1 (50)	Forums Activity 7.1 (50)	350
Assignments Activity 1.3 (n/a)	Assignments Activity 2.3 (50)	Assignments Activity 3.2 (100) Activity 3.3 (50)	Assignments Activity 4.2 (100) Activity 4.3 (50)	Assignments Activity 5.2 (50)	Assignments Activity 6.2 (50)	Assignments Activity 7.2 (200)	650
50	100	200	200	100	100	250	1000

Grading Scale

A: 90-100%

B: 80-89%

C: 70-79%

F: <70%

Please see the [Academic Bulletin](#) for grade appeal information.

Course Schedule and Weekly Checklist

Start Here

- ☐ MON: Activity 1.1: I Want To Know - Introductory Post

Week 1 – Assessment in Higher Education

- ☐ WED: Activity 1.2: What is University Assessment?
- ☐ WED: Activity 1.1: I Want To Know – Follow-Up Post
- ☐ SAT: Activity 1.2: What is University Assessment? – Follow-Up Post
- ☐ SUN: Activity 1.3: Course Project Overview

Week 2 – Purpose and Assessment Approach

- ☐ WED: Activity 2.1: Purpose
- ☐ WED: Activity 2.2: Interview Project Introduction
- ☐ SAT: Activity 2.1: Purpose – Follow-Up Post
- ☐ SUN: Activity 2.3: Revised Purpose

Week 3 – Context Analysis

- ☐ WED: Activity 3.1: Context
- ☐ SAT: Activity 3.1: Context – Follow-up Post
- ☐ SUN: Activity 3.2: Interview & Reflection
- ☐ SUN: Activity 3.3: Revised Context

Week 4 – Alignment

- ☐ WED: Activity 4.1: Alignment
- ☐ SAT: Activity 4.1: Alignment – Follow-up Post
- ☐ SUN: Activity 4.2: Alignment Case Study
- ☐ SUN: Activity 4.3: Revised Alignment

Week 5 – Operationalization & Validity

- ☐ WED: Activity 5.1: Validity
- ☐ SAT: Activity 5.1: Validity – Follow-up Post
- ☐ SUN: Activity 5.2: Revised Validity

Week 6 – Recommendations

- ☐ WED: Activity 6.1: Recommendations
- ☐ SAT: Activity 6.1: Recommendations – Follow-up Post
- ☐ SUN: Activity 6.2: Revised Recommendations

Week 7 – Reflection

- WED: Activity 7.1: Assessment Philosophy
- SAT: Activity 7.1: Assessment Philosophy – Follow-up Post
- SUN: Activity 7.2: Portfolio Presentation

Tips for Success

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
 - Fully participate in all learning activities.
 - Complete assignments as described in rubrics or other instructions.
 - Submit all work on time and in the specified format (e.g. APA format for citations).
 - Utilize and incorporate instructor provided feedback to improve your work.
 - Ask questions so you can better understand course material or assignments.
 - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
 - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:
 - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
 - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations (Disability Services)

The Office of Disability Services supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990. If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity via email at disabilityservices@tiffin.edu or by calling 419-448-3021.

Technical Support

For Moodle support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200 (3430, Option 2, from on-campus). For non-Moodle support, contact the Tiffin University ITS helpdesk at the number above or submit a [support ticket](#).

Veterans

The Veteran and Military Resource Center assist veterans, active Military, and spouses of current service members in utilizing their education benefits. VMRC provides information regarding benefit processes and procedures, as well as support in navigating the transition from military to academic life by facilitating connections with the appropriate support services on campus. More information can be found on the Veteran and Military Resource Center website, at <http://www.tiffin.edu/va>.

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.