



LOUISIANA STATE UNIVERSITY

## **ELRC 7610: Assessment and Evaluation in Higher Education Spring 2020**

Mondays, 4:30 p.m. – 7:20 p.m.  
Allen Hall Room 19

### **Instructor**

Ashley B. Clayton, Ph.D.  
Assistant Professor, Higher Education  
School of Education  
Office: 223E Peabody Hall  
Email: [aclayton@lsu.edu](mailto:aclayton@lsu.edu)  
Phone: 225.578.1792  
Office hours: Monday and Tuesday afternoon by appointment

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### **Course Description**

The purpose of this course is to provide students with background knowledge and practical skills to conduct assessments and evaluations in higher education. Students will consider the role of assessment and evaluation processes in advancing student success in a university environment. The course will provide a basic overview of assessment and evaluation; explore elements of assessment design, including methods for data collection and analysis; examine relevant ethical and equity dilemmas; and engage students in practice assessment activities.

### **Course Objectives**

Upon completion of the course students will be able to:

- Articulate the importance and benefit of assessment and evaluation in higher education on practice and accountability.
- Differentiate between assessment, evaluation, and research approaches.
- Develop a working knowledge and evaluate the effectiveness of various quantitative and qualitative assessment and evaluation methodologies.
- Understand the role of assessment and evaluation in the context of an organization's mission, goals, and values.
- Construct all elements of an assessment process including learning and outcome statements, performance indicators, methods, and timelines.

## Course Website

The course website is located on Moodle: <http://moodle3.lsu.edu/>. The course website includes the syllabus, course materials, and assignments. You will submit all assignments via Moodle. For help with Moodle, contact the ITS Help Desk at 225-578-3375 or [helpdesk@lsu.edu](mailto:helpdesk@lsu.edu).

## Required Texts (select only one)

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

Henning, G. W., & Roberts, D. (2016). *Student affairs assessment: Theory to practice*. Stylus Publishing, LLC.

## Supplemental Texts

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). American Psychological Association.

Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2011). *Program evaluation: Alternative approaches and practical guidelines* (4th ed.). Allyn & Bacon.

## Online Resources

Several online resources are useful for class discussions, assignments, and professional development opportunities.

- Association for Institutional Research (AIR)  
<http://www.airweb.org/>
- Association for the Assessment of Learning in Higher Education (AALHE)  
<https://www.aalhe.org/>
- Association for the Study of Higher Ed (ASHE)  
<http://www.ashe.ws/>
- ACPA's clearinghouse for assessment  
<http://www.myacpa.org/commae>
- NASPA's Assessment Community  
<http://www.naspa.org/constituentsgroups/kcs/assessment-evaluation-and-research>
- CAS Standards in Higher Education  
<http://www.cas.edu/>
- Inventory of higher education assessment tools  
[http://www.stanford.edu/group/ncpi/unspeficied/assessment\\_states/instruments.html](http://www.stanford.edu/group/ncpi/unspeficied/assessment_states/instruments.html)
- UCLA Higher Education Research Institute (HERI)  
<http://www.heri.ucla.edu>
- Sample size calculator  
<http://www.surveysystem.com/sscalc.htm>
- Learning Reconsidered  
<http://www.learningreconsidered.org/>

## **LSU Code of Student Conduct and Commitment to Community**

Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at [www.lsu.edu/saa](http://www.lsu.edu/saa). It is your responsibility as a student at LSU to know and understand the academic standards for our community.

Students who are suspected of violating the Code of Conduct will be referred to the office of Student Advocacy & Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

## **Students with Disabilities**

Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request.

Any student with a documented disability needing academic adjustments is requested to speak with Disability Services and the instructor, as early in the semester as possible. All discussions will remain confidential. This publication/material is available in alternative formats upon request. Please contact Disability Services in 115 Johnston Hall, 225-578-5919 or [www.lsu.edu/disability](http://www.lsu.edu/disability).

## **Attendance Policy**

As a courtesy to others, please arrive on time for class and let me know if you need to leave early or will be absent for any reason (e.g., illness, personal or family issue, or attendance at a professional conference). If you miss more than one class, you will be required to complete a make-up assignment (e.g. 4-5 page paper covering the topic from the missed week). Students who miss four or more class sessions will not receive higher than a 'C' final grade.

## **Laptops and Cell Phones**

Laptops may be used at the discretion of the instructor. Using social media, emailing, and other communications are not allowed during class. If I judge computer usage distracting or if I notice students doing things other than course-related activities, I will ban computers from class temporarily or for the rest of the semester.

All mobile devices should be turned on silent/vibrate during class sessions and should be put away. Do not use cellphones (including texting) during class time. I know that some of you have jobs, family responsibilities, and/or personal situations that require you to be “on call.” If you are in that situation, please put your phone on vibrate and leave the class if you receive a call.

## Course Evaluation

Course assignments and their weight toward your final grade are below:

Assignment	Percentage	Points
3. Assessment/Evaluation Autobiography	10%	20 points
4. Participation & Professionalism	10%	20 points
5. Assessment in Practice Paper	15%	30 points
6. Reading Journal OR Quizzes	20%	40 points
7. Final Project: Proposal	35%	70 points
8. Final Project: Presentation & Effort	10%	20 points
<b>Totals</b>	<b>100%</b>	<b>200 points</b>

### Expectations for Written Assignments

All written work should adhere to APA style as described in the Publication Manual of the American Psychological Association (7th Ed.). Use title pages in accordance with APA format. Assignments should be double-spaced, use 12-point Times New Roman font, have 1-inch margins on all sides, and be carefully edited prior to submission. All papers and journal entries should include appropriate running head, page numbers, title page, and reference page. Please submit all written assignments in a Word doc format (PDFs are not accepted).

### Late Work

Late work will receive 10% off per day beyond the due date (one letter grade). Late work will not be accepted three days past the due date. Weekly Reading Journal entries will not be accepted late. Exception: *one* weekly reading journal or the Assessment in Practice Paper can be submitted up to 48 hours after the deadline (by Wednesday at 4:30 p.m.).

## Assignments

Unless otherwise noted, all assignments are due on Mondays before class (4:30 p.m.) on the date specified. Submit all assignments on Moodle.

### 1. Assessment/Evaluation Autobiography (20 points, 10%)

Due: February 3

This assignment asks you to share about your assessment and evaluation experience and interests. Ultimately, it is designed to help the instructor better understand students' needs and goals for the course. In 2-3 double-spaced pages, write an autobiography in which you answer the following questions: (1) What experience do you have in assessment/evaluation? (2) What assessment/evaluation topics are interesting to you and why? (3) What are you most looking forward to learning about in this course and why? (4) What concerns do you have as you begin this course? (5) What do you hope to do with the content you learn?

### 2. Reading Journal and Quizzes (40 points, 20%)

A critical component of this course is the assigned readings. You can choose between two options, journal entries and quizzes, or a combination of the two.

#### Option 1: Journal

Due: Weekly (8 journal entries)

To facilitate richer classroom discussions and encourage students to read, you will submit a short summary of the readings each week. In your summary, you will discuss ALL of the readings and summarize key points of interest. You should also share your own thoughts about the readings (e.g. agree, disagree, like, dislike, etc.) and provide support and/or evidence for your arguments. In addition, provide at least one question that can be used as a discussion point for class. Make sure you provide the appropriate citations and include page numbers in APA format. There are 10 opportunities to submit a journal entry, but only 8 are required. If you choose to submit all 10 entries, your lowest two grades will be dropped. The entries should be approximately 2 pages and should not exceed 3 pages in length. Each journal entry is due before class on Monday and is worth 5 points.

#### Option 2: Quizzes

Due: Bi-weekly (4 quizzes)

Five, brief quizzes (including short-answer, multiple choice, matching, and true-false questions) will provide students and instructors an opportunity to check their understanding of core assessment and evaluation concepts. The quizzes will cover basic terminology, key assumptions, introductory statistics, and elements of assessment and evaluation practice. There will be a quiz every two weeks. There are 5 opportunities to take a quiz, but only 4 are required. If you choose to take all 5 quizzes, your lowest quiz grade will be dropped. Each quiz will be available from Friday at 5:00 p.m. and is due right before class. Each quiz will be timed and is worth 10 points.

#### Option 3: Create Your Own Adventure

	Pick One	Pick One	Pick One	Pick One	Pick One
Reading Journal	J1.1 & J1.2	J2.1 & J2.2	J3.1 & J3.2	J4.1 & J4.2	J5.1 & J5.2
Reading Quiz	Q1	Q2	Q3	Q4	Q5

### **3. Assessment in Practice Paper\* (30 points, 15%)**

Due: April 6

This assignment is designed to give you an opportunity to make connections between the principles we discuss in class and the ways that institutions are practicing assessment. You will choose one assessment report from a list of five options that will be provided to you by the third week of class. In a 3-4 page paper, you should include the following:

- An overview of the assessment project, including the methods, findings, and any recommendations/implications for practice discussed;
- Discussion of the project and process' strengths and weaknesses; and
- Recommendation(s) for at least one alternate strategy to assess whatever program or outcome they were assessing. When making your recommendations, be sure to cover (1) the kind of data you would collect; (2) the strategy you would employ to get the data; (3) the type of analysis you would want to do; (4) an overview of challenges you might face; and (5) your rationale supported by relevant, extant literature.

*Note:* The goal of this project is not to provide an overview and critique the report document (i.e., do not critique things like the look of the report). Instead, you should focus on the assessment process and strategy that the report is describing.

\*Adapted from Crandall, R. (2017, Summer). *“Assessment in Real Life” Project*. HESA 7576: Assessment in Higher Education [Syllabus]. The Ohio State University.

### **4. Participation and Professionalism (20 points, 10%)**

Self-Assessment Due: April 27

Participation and professionalism points are determined through individual class attendance, participation, active listening, preparation, and contribution. Our class will function best when everyone contributes to the conversation. Professions in higher education value collaboration, civility, mutual assistance, and appreciation of differences, and students are expected to exhibit these characteristics. This includes paying attention when others are speaking or presenting, giving (& receiving) honest and appropriate feedback, and maintaining a positive attitude. To foster a meaningful learning environment and to develop habits that lead to success in the professional world of higher education administration, all students must engage in professional behavior. Please view this course as an opportunity to exercise and hone these skills and dispositions. Therefore, failure to adhere to class policies, excessive absences/tardiness, disruptive or distracting behavior, and failure to plan outside activities to avoid conflicts with the activities outlined in the syllabus will adversely impact your grade.

The instructor will assign participation and professionalism points at their discretion; however, each student will submit a self-assessment of their class participation and professionalism as well to help inform the final participation and professionalism score.

## **5. Assessment/Evaluation Final Project\* (70 points, 35%)**

Due: Varies; see below for dates.

Using evidence to inform future changes or revisions to programs, courses, or services is an essential assessment/evaluation competency. The purpose of this assignment is to provide you with an opportunity to practice most elements of the assessment and evaluation processes through a group exercise. You will be assigned to a team of 2-3 students.

Imagine your team has been selected to evaluate or assess a program with which you are familiar. This assignment has several steps: (1) Identify a program or practice in higher education; (2) become knowledgeable about that program or practice through a review of the literature, existing data (if available), and a meeting with staff member (if possible); (3) describe the program/practice's goals and their connection to department/division/institutional mission; (4) develop a plan to assess/evaluate the intervention; (5) create at least one of the tools for your assessment methods; (6) articulate a reporting plan and discuss the potential implications of the assessment or evaluation project.

This is an assignment that has been scaffolded for you, i.e., you will work on this proposal in sections that are due at different points in the semester. You will receive feedback twice before your final project is due. Your final product will include the revised versions of Part I and II, plus a section outlining a proposed plan for communicating the findings and potential implications. The final proposal should be 18 to 24 double-spaced pages, excluding the title page, references, and appendices. It should be in 12-point Times New Roman font and formatted in accordance with APA 6th Edition standards. You will not be responsible for collecting and analyzing data.

\*Developed in collaboration with Dr. Tiffany J. Davis, University of Houston.

### **Part I: Background and Context (10 points, 5%)**

Due: February 17

1. Identify a program or practice for your group to assess that reflects an area of interest for your group in higher education. Take a look around your assistantship and/or work site for opportunities; your choice must be grounded in a real institutional context. Describe the program, practice, or service that you will assess. (1 page)
2. Provide a complete picture of what the program, practice, or service is supposed to accomplish. What are the intended outcomes? (1 page)
3. Who are the key stakeholders for the program or practice? That is, who cares about it and its success or who is invested in it through time, money, or other resources? (1 page)
4. Review the literature concerning the issue the program or practice is meant to address, as well as examining any existing data. If available, this might include past assessment data, participation data, and so on. Describe the contextual elements of the program/organization that have the potential to impact the assessment or evaluation activities. Develop a written review of the literature that supports this project, with at least 6 references – including reference to any existing data. (3-5 pages)

## **Part II: Assessment Plan (10 points, 5%)**

Due: March 30

1. Develop and describe a plan to assess or evaluate the intervention. Present clear evaluation questions and describe criteria and standards that will be used as the basis for judgment or assessment. Clearly articulate how the design will help answer the assessment/evaluation questions. What methodologies will you use to gather the information you need? What will be the source(s) of the information? What designs are appropriate to your purposes and what you need to know? In what ways is it aligned with or contributing to achieving the department's mission or institution's mission? Where do you see alignment? Can you provide a timeline for this assessment project? (4-5 pages)
2. Who will be responsible for collecting and gathering the information? How will the information be analyzed and interpreted? (2-3 pages)
3. Choose one of the methods of assessment and evaluation and develop a tool to be used. For example, you might choose to develop an interview or focus group protocol if using qualitative or you might develop a survey questionnaire if you are using a quantitative approach. Be sure to consult the extant literature regarding best practices that support assessment/evaluation design. (length varies)

## **Part III/Final Project: Reporting Assessment and Evaluation Results (50 points, 25%)**

Due: May 6 by midnight

1. What are the potential implications of this work? How can the results be used for improvement? How might these results change policy or practice? What other political, ethical, or equity implications might there be?
2. How will the results be communicated and to whom? Who are the target audiences for the results of this project? What are the intended uses and users of these assessment or evaluation results?

## **6. Assessment/Evaluation Final Project: Presentation & Effort (20 points, 10%)**

Due: April 27

Each group will make a 15-minute PowerPoint (or similar) presentation on your assessment project. The presentation should be visually engaging and provide an overview of the three components of your proposal.

Following each presentation, we will have a 15-minute simulation where class members will react to the proposal provided by each group by taking the role of appropriate stakeholders. Your group must be able to respond to their questions and concerns. To allow classmates to prepare for the simulation, each group must create a 1-page handout to share with the class as an overview of your assessment/evaluation proposal a week prior to your presentation (April 20).

As part of the grading process for this assignment, each team member will also be asked to complete a confidential peer evaluation form (due May 6).



## Grading Scale

A+	97-100%
A	93-96.99%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D	65-69.99%
F	below 65%
IN	incomplete

## Grading Rubric

Each assignment will be given a letter grade and an associated point value in accordance with the quality it reflects:

- A+** Outstanding. Work at this level is extraordinary and exceeds expectations for the assignment. **Work is without error.**
- A** Excellent. Impressive work for a graduate student. Work at this level is thorough, well-reasoned, and creative. Work is of exceptional quality and has minimal errors.
- A-** Very Good. Strong work for a graduate student that shows signs of creativity and is generally thorough and well-reasoned, but evidences a few errors and/or minor conceptual weaknesses.
- B+** Good. Sound work for a graduate student that meets the basic objectives of the assignment and demonstrates a general understanding of and application of concepts. Work has some errors and/or conceptual weaknesses.
- B** Adequate. Competent work for a graduate student even though some weaknesses are evident. Demonstrates most of the basic objectives of the assignment, but indicates that understanding of some concepts is less than complete. Work evidences strengths in some areas, but these are offset by errors or conceptual weaknesses in other areas.
- B-** Borderline. Weak work for a graduate student. Work meets the minimal expectations for the assignment, but understanding of salient concepts is somewhat incomplete and work evidences errors in several areas.
- C** Inadequate. Work does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important concepts.

## Anticipated Course Schedule

*The course syllabus is a general plan for the course; deviation announced to the class by the instructor may be necessary.*

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<b>Week</b>	<b>Dates</b>	<b>Topic</b>	<b>Assignments Due</b>
1	January 13	No Class – CFP National Championship	APA Template
2	January 20	No Class – MLK Day	J1.1
3	January 27	Introduction to Assessment & Evaluation	J1.2 Q1
4	February 3	Planning Effective Assessments	J2.1 Autobiography
5	February 10	Types of Assessments & Outcomes	J2.2 Q2
6	February 17	Accreditation & Professional Standards	J3.1 Proposal Part I
7	February 24	No Class – Mardi Gras Holiday	
8	March 2	Assessment & Evaluation Quantitative Methods	J3.2 Q3
9	March 9	Qualitative Methods	J4.1
10	March 16	Data Analysis	J4.2 Q4
11	March 23	No Class – Spring Break	
12	March 30	Sharing & Using Results	J5.1 Proposal Part II
13	April 6	Ethics, Equity, & Politics	J5.2 Q5 Assessment in Practice
14	April 13	Future of Assessment & Evaluation	J6.1
15	April 20	No Class- AERA Conference	Final Project Handout
16	April 27	Presentations & Course Wrap Up	Final Project Presentations P&P Self-Assessment
17	May 6	No Class- Exam Week	Final Project (Parts I, II, III) Peer Evaluation Form

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**J = Journal, Q = Quiz**

## Detailed Course Schedule

**Reading Key:**       **Banta & Palomba** – *Assessment Essentials*  
                              **Fitzpatrick et al.** – *Program Evaluation*  
                              **Henning & Roberts** – *Student Affairs Assessment*

### Introduction

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**January 13**  
Week 1

***No Class – College Football National Championship***  
*One Team. One Heartbeat. Geaux Tigers!*

Due:

- APA Template due Wednesday, January 15 at midnight (not graded)

**January 20**  
Week 2

***No Class – MLK Day***

*“The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.”- MLK*

Required readings:

- **Banta & Palomba** – Chapter 1
- **Henning & Roberts** – Chapter 1
- Blimling, G. S. (2013). Challenges of assessment in student affairs. *New Directions for Student Services*, 142, 5-14.
- Upcraft, M. L., & Schuh, J. H. (2002, March/April). Assessment vs. research: Why we should care about the difference. *About Campus*, 7(1), 16-20.

Due:

- Journal 1.1 due Wednesday, January 22 at midnight

**January 27**  
Week 3

**Introduction to Assessment and Evaluation**

Required readings:

- **Banta & Palomba** – Chapters 2 & 3
- **Henning & Roberts** – Chapters 2 & 3
- **Fitzpatrick et al.** – Chapter 1

Due:

- Journal 1.2
- Quiz 1

## Assessment and Evaluation in Practice

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**February 3**  
Week 4

### **Planning Effective Assessments and Evaluations**

Required readings:

- **Banta & Palomba** – Chapters 4 (stop at page 73 “Selecting Methods and Approaches”)
- **Henning & Roberts** – Chapter 4
- **Fitzpatrick et al.** – Chapter 14
- Barham, J. D., & Scott, J. H. (2006). Increasing accountability in student affairs through a new comprehensive assessment model. *College Student Affairs Journal*, 25(2), 209-219.

Due:

- Journal 2.1
- Assessment/Evaluation Autobiography

**February 10**  
Week 5

### **Types of Assessments and Outcomes**

*Guest Speaker: Emily Hester, Chief Administrative Officer, Student Affairs*

Required readings:

- **Banta & Palomba** – Chapters 7-9
- **Henning & Roberts** – Chapters 5 & 6

Due:

- Journal 2.2
- Quiz 2

**February 17**  
Week 6

### **Institutional Assessment, Accreditation, and Professional Standards**

*Guest Speaker: Tara Rose, Office of Institutional Effectiveness*

Required readings:

- **Banta & Palomba** – Chapter 11 (everyone read)
- Busby, K. (2015). Co-curricular outcomes assessment and accreditation. *New Directions for Institutional Research*, 164, 39-50.
- Gordon, S. A. (2016). Applying professional standards. In G. S. McClellan & J. Stringer (Eds.), *The Handbook of Student Affairs Administration*, (pp. 225-243). Jossey-Bass.
- Review CAS Standards website: <http://www.cas.edu/>

Due:

- Journal 3.1
- Final Project: Part I

## Research Methods

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**February 24**  
Week 7

*No Class – Mardi Gras Holiday*  
*Laissez les bons temps rouler!*

**March 2**  
Week 8

### Assessment and Evaluation Quantitative Methods

Required readings:

- **Banta & Palomba** – Chapter 6, pp. 121-132 (stop at “Using Focus Groups in Assessment”)
- **Henning & Roberts** – Chapters 7-9 (everyone read Chapter 7)
- Sriram, R. (2014, February). *Five things not to do in developing surveys for assessment in student affairs* (NASPA Research and Policy Institute Brief). NASPA—Student Affairs Administrators in Higher Education.

Due:

- Journal 3.2
- Quiz 3

**March 9**  
Week 9

### Assessment and Evaluation Qualitative Methods

Required readings:

- **Banta & Palomba** – Chapter 4, pp. 73-91 (start at “Selecting Methods and Approaches”) and Chapter 6, pp. 132-144 (start at “Using Focus Groups in Assessment”)
- **Henning & Roberts** – Chapters 10 & 11 (everyone read chapter 10)
- Harper, S. R., & Kuh, G. D. (2007). Myths and misconceptions about using qualitative methods in assessment. *New Directions for Institutional Research*, 136, 5-14.

Due:

- Journal 4.1

**March 16**  
Week 10

### Assessment and Evaluation Data Analysis

Required readings:

- **Henning & Roberts – Chapter 12**
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4<sup>th</sup> ed.). SAGE. – Chapter 8
- Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches* (3rd edition). Sage. – Chapter 8

Due:

- Journal 4.2
- Quiz 4

## Reporting and Conclusion

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**March 23**

Week 11

*No Class – Spring Break*

**March 30**

Week 12

**Sharing and Using Assessment and Evaluation Results**

*Guest Speakers: Bernie Braun and Kristy Neal, Institutional Research*

Required readings:

- **Banta & Palomba** – Chapter 10
- **Henning & Roberts** – Chapters 13 & 14
- Howard, R. D., McLaughlin, G. W., & Knight, W. E. (2012). *The handbook of institutional research*. John Wiley & Sons. – Chapter 2
- Knerr, A. R., & Gold, S. P. (2013). Chapter 5: Using and sharing assessment data. In *Assessment in practice: A companion guide to the ASK standards* (pp. 47-53). ACPA—College Student Educators International. <http://www.myacpa.org/assessment-practice-companion-guide-ask-standards>

Due:

- Journal 5.1
- Final Project: Part II

**April 6**

Week 13

**Ethics, Equity, & Politics in Assessment and Evaluation**

*Guest Lecture: Amanda Martin, Assistant Dean, College of Agriculture*

Required Readings

- **Henning & Roberts** – Chapters 15 & 16 (everyone read)
- Sedlacek, W. E. (1994). Issues in advancing diversity through assessment. *Journal of Counseling & Development*, 72(5), 549-553.
- Timm, D. M., & Lloyd, J. (2013). Chapter 6: Ethical assessment. In *Assessment in practice: A companion guide to the ASK standards* (pp. 54-62). ACPA—College Student Educators International. <http://www.myacpa.org/assessmentpractice-companion-guide-ask-standards>

Due:

- Journal 5.2
- Quiz 5
- Assessment in Practice

**April 13**  
Week 14

**Future of Assessment & Evaluation**

Required readings:

- **Banta & Palomba** – Chapter 12
- **Henning & Roberts** – Chapters 18 & 19
- Daniel, B. (2014). Big data and analytics in higher education: Opportunities and challenges. *British journal of educational technology*, 46(5), 904-920.
- Eduventures. (2013, January). *Predictive analytics in higher education: Decision-making for the student life cycle* [White Paper]. Eduventures, Inc.

Due:

- Journal 6.1

**April 20**  
Week 15

***No Class- AERA Conference***

Due:

- Final Project Handout due April 20

**April 27**  
Week 16

**Presentations and Course Wrap-Up**

Due:

- Final Project Presentations
- Participation & Professionalism Self-Assessment

**May 4 – May 9**

***No Class – Exam Week***

Due Wednesday, May 6 by midnight:

- Final Project (Parts I, II, & III)
- Peer Evaluation Form