



Pitt Education

Doctor of Education (EdD) Program: Spring 2022

EFOP 3209 Higher Education Institutional Assessment & Accreditation

Class Times

Please reserve 1pm- 5pm:

Saturday, January 15th
Saturday, February 5th
Saturday, March 5th
Saturday, April 2th

Online:

via Zoom

<https://pitt.zoom.us/j/8593280093>

Meeting ID: 859 328 0093 Passcode: EdD

(by phone if necessary: 877 853 5247)

Via Canvas

canvas.pitt.edu

Note: I do not intend to have us together for 4 hours straight. The time will be divided between synchronous time and asynchronous time. I will provide a schedule of the format for class days. You will be expected to be available during these days and time periods.

Instructional Leader

Jill A. Perry, PhD

Associate Professor of the Practice

Educational Foundations, Organization, and Policy/

Exec Director, Carnegie Project on the Educational Doctorate (CPED)

jperry@pitt.edu

[301-204-2644 \(text/call\)](tel:301-204-2644)

Meetings By appointment: <http://calendly.com/jperry-9>

The syllabus is a required text. Please read it carefully!

Note: Syllabus is subject to change as the course unfolds and I reassess student needs in an online learning community.

Pitt Doctor of Education (EdD) Program

The University of Pittsburgh is a center for excellence in professional programs, and the School of Education school-wide Doctor of Education (EdD) program is grounded in this **commitment to excellence**. The Doctorate of Education (EdD) is the highest attainable academic degree for educational practitioners. The degree prepares working professionals to become **scholar practitioners** to develop *specialized knowledge in their area of concentration* and *apply their*

intellectual and practical skills to address and mitigate enduring problems affecting children, families, and communities.

EdD Program Learning Goals: As a result of attending the EdD program at Pitt, students and graduates become scholar practitioners who:

1. Identify problems of practice, including questions of equity, ethics, and justice.
2. Use data to inform decisions in daily operations and improvement projects.
3. Communicate and collaborate to work with diverse communities and build partnerships.
4. Lead change that improves practice.
5. Are committed to use improvement science to address problems of practice.

Course Aims and Outcomes

Aims

The overarching objectives of this course are to assist you in developing basic skills in policies, processes, and procedures for designing assessments and understanding and the role of accreditation requirements in ensuring quality in higher education.

Specific Learning Outcomes

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

1. Understand accreditation from a historical and contemporary socio-political, economic, and global context.
2. Implement institutional assessment planning and processes to measure progress toward institutional goals, student learning outcomes, and other measures of institutional effectiveness.
3. Design an assessment project for measuring institutional, school, departmental, and/or program effectiveness, or student learning outcomes.

Doctoral Requirements: You will work toward completing requirements of your program in this course. Please see the program handbook for more information.

Course Format and Procedures

This course will be structured as a seminar. Group learning will take place during the schedule class times (Saturday mornings). Students are expected to participate in synchronous and asynchronous activities during the class timeframe. I will do my best to make this time productive and engaging. In between Saturday classes, asynchronous work and activities are expected to be completed in between each session.

Readings

Books:

The following books are required for the course.

Schuh, J.H., Patrick Biddix, J., Dean, L.A., & Kinzie, J. (2016). *Assessment in Student Affairs*. 2nd Edition. Jossey-Bass. **We have the unlimited access e-book.**

https://pitt.primo.exlibrisgroup.com/permalink/01PITT_INST/g37671/alma9984848723406236

Suskie, L. (2014). Five dimensions of quality: A common sense guide to accreditation and accountability. John Wiley & Sons. **We have unlimited access to the 2014 and 2015 editions:**
 2014: https://pitt.primo.exlibrisgroup.com/permalink/01PITT_INST/g3767l/alma9998491877006236
 2015: https://pitt.primo.exlibrisgroup.com/permalink/01PITT_INST/g3767l/alma9979592843406236

Additional Readings:

Additional Readings will be provided in CANVAS

Assessment of Learning

The following projects/activities will comprise your grade. Detailed instructions for each are in Canvas.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Program Assessment Plan & Presentations: Individual Project 2. International Accreditation Reflection Assignment 3. Suskie & Quality Conversation Peer Project 4. Class preparation and participation | <p>40pts Due: Part I Feb 6th 11:59pm
 Part II Mar 6th 11:59pm
 Part III April 29th 11:59pm</p> <p>20pts Due: March 20th 11:59pm</p> <p>20pts Due: For April 2nd Class</p> <p>20pts Weekly</p> <p>100pts</p> |
|---|--|

Feedback and Grading Procedures

Feedback: Feedback is essential for high quality learning and teaching. Therefore, we are committed to giving you individual, detailed, and timely feedback so that you can improve your learning on future assignments. Students will receive feedback from one of the instructors throughout the semester. Additionally, students will receive feedback from peers and colleagues. Please note assignment descriptions for type of feedback that students can anticipate. Students can expect to receive instructor feedback online within one-two weeks of assignment submission.

Grading Scale:

Point Total	Final Letter Grade	Point Total	Final Letter Grade
94-100	A	77-79	C+
90-93	A-	74-76	C
87-89	B+	70-73	C-
84-86	B	60-69	D
80-83	B-	59 or below	F

G grades and I grades. Under certain conditions you may receive an "G" or an "I" grade for the course. The Graduate Catalog explains the difference between two kinds of Incompletes, the G grade and the I grade as:

G Grade: The G grade signifies unfinished course work due to extenuating personal circumstances. Students assigned G grades are required to complete course requirements no later than one year after the term in which the course was taken. After the deadline has passed, the G grade will remain on the record, and the student will be required to reregister for the course if it is needed to fulfill requirements for graduation.

I Grade: The I grade signifies incomplete course work due to nature of the course, clinical work, or incomplete research work in individual guidance courses or seminars.

As of August 16, 2018, G grades after one year automatically become non-changeable NG grades (no credit, no impact on grade point average).

Use of Technology: This course uses Canvas as the its learning platform provided through the University. To access the course Web site, go to <http://canvas.pitt.edu> and log on using your Pitt user name and password. Or, you can go to www.my.pitt.edu and access the Canvas site there. For help logging onto the course, call 412-624-HELP. This help is available 24/7. The instructors cannot assist you with log-on problems.

Course Format: Hybrid (Synchronous & Asynchronous)

A hybrid course is not a reduced-time course. According to the University's definition of a credit hour, a one-credit course should have 14 contact hours, where a contact hour is 50 minutes of instruction. Thus a 3-credit course should have 2100 minutes of instruction (50 minutes/hour x 14 hours x 3 credits = 42 hours), and a two-credit course has 1400 minutes or 28 hours of instruction. In addition, students are expected to spend a minimum of 1.5 hours outside of class for each in-class hour. Therefore, you need to spend 1.5 x 28 course hours = 42 hours across 11 weeks, in addition to the core of 28 hours. This includes reading, completing weekly exercises, and working on graded assignments.

Policies

Attendance

Regular and prompt attendance in the Saturday class sessions is an essential part of the educational experience in the EdD program. Each course meets only four times throughout the term – missing one of those sessions constitutes a significant portion of the time for synchronous interaction with instructors and peers.

Although students are expected to attend all Saturday class sessions, working professionals sometimes find themselves in circumstances that cause them to miss these class meetings. Exceptions may be made for a required **work-related commitment, illness, or valid emergency**. In such cases, students need to contact the course instructor to determine if there is any way to make up missed classwork.

If you are going to be absent for class because of a required work-related commitment, illness or valid emergency, please follow the following instructions:

1. Email the course instructor(s) with a copy to your advisor with the reason for missing the class.

2. Complete the course or instructor specific make up requirements for missed classes prior to the next class meeting.
3. Adhere to the acceptable reasons for missing class outlined in the policy above. Please note that they do not include vacation and/or personal events.

Incomplete Grades

For this course, an “I” (Incomplete) Grade will be granted only if the student has actively attended to the course requirements but needs extended time to complete the required work to meet minimum expectations. If an Incomplete grade becomes necessary, the instructors will require you to propose a plan of action outlining how you will complete the work within no more than one term from the end of the course (and preferably a shorter period of time).

Disability Services

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both the instructor and Disability Resources and Services (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu. (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for these courses.

Inclement Weather Policy

Only the Chancellor may officially close the Pittsburgh campus of the University. The University will remain open in all but the most extreme circumstances. Cancellation of classes **does not imply** that the University is closed.

The University offers an Emergency Notification Service (ENS) which is used to communicate with subscribers through voice, text, and email messages, as deemed appropriate in the event of an emergency. For instructions on how to register, please refer to CSSD’s website: <http://technology.pitt.edu/services/emergency-notification-service>.

Any changes to normal University operations will be announced as early as possible through the ENS, the University’s official website (www.pitt.edu), Twitter ([@PittTweet](https://twitter.com/PittTweet)), and local news media outlets.

Academic Integrity Guidelines

All students are expected to adhere to the standards of academic honesty. Any student engaged in cheating, plagiarism, or other acts of academic dishonesty would be subject to disciplinary action. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the [University Guidelines on Academic Integrity](#)

Provided here is the School of Education [Academic Integrity Policy](#). Please read the policy carefully. The rights and responsibilities of faculty and students are described in the [University’s Academic Integrity Guidelines](#).

Departmental Grievance Procedures

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in the EdD program believes that a

faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines (See below) by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the department; (3) if needed, next talking to the associate dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer.

The more specific procedure for student grievances is as follows:

1. The student should talk to the faculty member to attempt to resolve the matter.
2. If the matter cannot be resolved at that level, the student should talk to the relevant department chair or associate chair (if the issue concerns a class) or his or her advisor.
3. If the matter remains unresolved, the student should talk to the chair of the EdD program, Dr. Tom Akiva.
4. If needed, the student should next talk to the SOE associate dean of students (Dr. Andrea Zito). If the matter still remains unresolved, the student should file a written statement of charges with the dean's designated Academic Integrity Administrative Officer (Dr. Andrea Zito).

Federal and State Background Checks and Clearances

All SOE students are now required to have federal and state clearances on file if they are working with or observing children as part of any university class or requirement. We are putting in place a new system that will be in place soon to make sure that we are in compliance. For now, see [how students can get their clearances](#).

The School of Education [Policies and Forms](#) page on the SOE website explains several policies and procedures, including academic probation, course repeats, leaves of absence, monitored withdrawal, transfer credits, and statute of limitations.

Communications

Email

1. Email directly from Canvas or your Pitt email. I do not generally answer emails that are not from a pitt.edu address.
2. Tell me who you are and help me figure out what you need: In the subject line, it helps if you mention what you need, so I can look it up and respond faster. Please sign all emails with your name.
3. **Telephone Calls or Office Appointments**
You may need to have a conversation about something in the course. Please sign up for a time to meet with me at [Calendly.com/jperry-9](https://calendly.com/jperry-9). If none of the times fit your schedule, please email me to set up another time to meet.

Resources

Education Library Guide

See this Hillman Library [customized libguide](#), a gateway to resources for education students and faculty,

Religious Observances

See the [Provost's annual memo](#) about religious observances.

Emergencies

Do you have Pitt Police saved on your mobile phone? 911 will work but try Pitt Police, 412-624-2121

Office of Diversity and Inclusion (ODI)

Resources, consultation, and bias incident reporting: <https://www.diversity.pitt.edu/>

Title IX office, resources regarding sexual harassment, gender-based discrimination, and sexual violence: <https://www.titleix.pitt.edu/>

Catalogs

The University Catalogs have comprehensive information about policies, programs, and courses. There are University-level policies and policies specific to the School of Education. Bookmark these links and review these documents periodically.

- [Pittsburgh Campus Graduate and Professional Studies](#)

Student Mental Health

Counseling Center, in the Wellness Center in Nordenberg Hall:

<https://www.studentaffairs.pitt.edu/cc/> Call 412-648-7930, any time.

Sexual Assault Response: 412-648-7856

Care and Resource Support Team (CARS): Email pittcares@pitt.edu or see:

<http://www.studentaffairs.pitt.edu/cars/>

Student Affairs Summary: [Faculty and Staff Guide for Helping Distressed Students](#)

Course Schedule

Dates	Week	Topic	Required Readings	Group Work	Assignments Due
Jan 10-16	Week 1		Read Shuh et al Chpt 1; Suskie Introduction (chapters 1-4); Spellings Report (2006); Ruben (2007); sign up for Chronicle of HE briefs and CHEA newsletter		
15-Jan	CLASS	Introduction to Assessment and Accreditation	Read assignments for Week 1; read syllabus		
Jan 17-23	Week 2	Understanding Assessment	Read Shuh et al Chpts 2 & 3; Bresciani (2002)	Peer Discussions: Discuss in your group what you know about assessment in your organization, what your experiences is, and post what you hope to learn about assessment	
Jan 24-30	Week 3	Kinds of Assessment	Read Shuh et al Chpts 4 & 5; Moore (2020); Amidon & Ortloff (2017); Haman-Prewitt et al (2020)	Peer Discussions: Discuss in your group how the readings frame different kinds of assessment. Post three key ways you see.	
Jan 31-Feb 6	Week 4	Defining your assessment project	Read Dorimé-Williams et al (2017); Myers & McDonald (2020)		Part 1 Assessment Intro & Focus due: February 6 11:59pm
5-Feb	CLASS	Digging deeper into Assessment	Current Event		Talking points of current event; One slide presentation of Assessment Project

Feb 7-13	Week 5	Designing Assessment	Read Shuh et al Chpts 6 & 7; Methods considerations handout	Peer Support: Support each other in your methods designs; provide feedback on best ways to collect data	
Feb 14-20	Week 6	Designing Assessment	Read Shuh et al Chpts 8 & 9; Assessment Planning Checklist	Peer Support: Support each other in considering and designing instruments for data collection	
Feb 21-27	Week 7	Sustainable Assessment	Read Shuh et al Chpts 12; Yarmine & Tanaka (2012); Reneau et al (2019)	Peer Discussions: Discuss in your group what makes assessment sustainable. Post three ways that might support sustainability in your organizations.	
Feb 28- Mar6	Week 8	Accreditation -History & Context	Read: Congress (2017) Overview of Accreditation; CHEA (2015) Overview of US Accrediation; CHEA (2002) Fundamentals; CHEA Fact Sheet; Brittingham (2009) WATCH: https://www.youtube.com/watch?v=BP3dqwqMWAI		Part II Assessment Methodology due: March 6th 11:59 pm
5-Mar	CLASS	Digging deeper into Accreditation	Current Event		Talking points of current event; One slide presentation of Methods for Assessment Project
Mar 7-13	Spring Break	Rest	Rest	Rest	Rest
Mar 14-20	Week 10	Role of Accreditation Abroad - Case Studies	Read Three for Assignment: Collins (2015); Elliott (2013); Grendel & Rosenbusch (2010); Hou et al (2015); Oh (2017)		Conduct Assessment; International Accreditation Reflection Assignment Due March 20th 11:59pm

Mar 21-27	Week 11	Disrupting Accreditation	Read: Eaton (2017); Eaton (2020); Ewell (2015); Gaston & Ochoa (2013); Wolff et al (2021); & Matthews (2012) (skim this dissertation).	Peer Discussions: Discuss key areas of accreditation that need to change (e.g. equity and inclusion, federal oversight, timeframes, quality). Post five ideas.	Conduct Assessment
Mar 28-Apr 3	Week 12	Dimensions of Quality in Accreditation	CHEA (2019) Quality Dialog; Suskie Teams	Peer Project: Suskie and Quality Conversation Due for class April 2nd	Peer Project: Suskie and Quality Conversation Due for class April 2nd; Conduct Assessment
2-Apr	CLASS	Quality Conversation	Current Event		
Apr 4-10	Week 13	Assessment & Accreditation	Read: Hossain et al (2019); Levy et al (2018); Lubinescu et al (2001)	Peer Discussions: Discuss in your group the primary ways in which accreditation and assessment intersect. Post how you see this play out in your organization at the micro and macro levels.	Conduct Assessment
Apr 11-17	Week 14	Reporting Assessment	Read: Shuh et al Chpts 13; Larkin & Larkin (2017)	Peer Support: Support each other in finalizing your results of your assessment.	Conduct Assessment
Apr 18-24	Week 15	Creating a culture of Assessment	Read: Shuh et al Chpts 14 & 15; Lakos & Phipps (2004); Lyons & Polychronopolous (2018)	Peer Discussions: Discuss what take-aways from the readings you might bring to your organization. Post how you might implement those.	Conduct Assessment
29-Apr		Final project			Parts 1-3 Assessment Project due April 29th 11:59pm