

Assessment Plan Part 2: Direct Measure (Group Assignment)

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SLO's covered

1. Research, analyze, and apply theoretical, empirical, and policy material in higher education to synthesize concepts into useful insights.
2. Apply appropriate theories, concepts, and frameworks to analyzing problems in the practice of higher education.

Assessment Method	Explanation				
	Description	Student-Level Target	Program-Level Target	When Data Will be Collected	Person Responsible
High Impact Practices & IEO Paper	Assignment is part of HIED 846 and requires student to select a mock scenario about an unwanted outcome, and then identify High Impact Practices (HIP) to help mitigate outcome	Students must earn a passing grade (total marks earned from the rubric ≥ 15)	100% of all students will earn a passing grade on this assignment	Mid-semester assignment	Course instructor

* Adapted from Northern Illinois University, Higher Education and Student Affairs, M.S.Ed. Program Assessment

High Impact Practices and IEO Project-Prompt

This project is an opportunity to learn more about high impact practices (HIPs) and how they can address problems in higher education. You will be using your previous learning about HIPs and Alexander Astin's IEO model to help solve a problem. For this assignment you will pick one of three scenarios and describe the problem as an outcome of your college environment and propose two HIPs that could positively impact that outcome.

Scenarios (choose 1):

1. A small, private, expensive college has a student body that lacks diversity. Minority students, faculty, and staff report a growing sense of feeling unwelcome through instances of overt racism and micro aggressions.
2. State Technical University (STU) provides completely virtual, asynchronous degree programs. Graduates of STU routinely score in the top 85% on exams for professional licensure and certification. Yet, employers increasingly note that STU graduates lack teamwork skills essential in the workplace.

High impact practices (choose 2):

First Year Seminars and Experiences
Common intellectual Experiences
Learning Communities
Writing-Intensive Courses
Collaborative Assignments and Projects
Undergraduate Research
Study Abroad
ePortfolios
Service Learning
Internships
Capstone Courses and Projects

Assignment Deliverables

A 4-6 page, double-spaced, paper with appropriate citations (title page and reference pages(s) do not count towards the length of your paper)

1. Utilize the IEO model to explain the problem as an outcome and what environmental factor(s) might be contributing to the problem.
2. Identify and analyze two different HIPs as possible solutions to the problem.
 - a. Describe selected HIPs
 - b. Synthesize your research to explain evidence that shows how selected HIPs could help solve the specific problem in your scenario.
 - c. Sources should be mixed, with citations from literature discussed in the course, scholarly journals, and perspectives relevant to higher education (e.g. material from *Inside Higher Ed*, *The Chronicle of Higher Education*, *individually published recommendations from institutions*, etc.)

Rubric

n.b. Rubric is scored using numeric values only to encourage evaluators to consistently reference criteria.

	4	3	2	1	0
Introduction and explanation of the problem	Scenario chosen is stated clearly and explained. The problem is developed as an outcome (O). Potential contributing factors, environmental (E), are supported with evidence of critical thinking.	Scenario chosen is identified and explained, with reference to IEO. Potential contributing factors are supported with reference to appropriate course or researched materials.	Scenario chosen is identified and explained, with reference to IEO. Potential contributing factors are acknowledged but not supported.	Scenario chosen is identified but inadequately explained or supported. There is little to no connection to the IEO model. Potential contributing factors are largely ignored.	No expectations are met.
Sources and Evidence	Utilizes multiple selections from each type of relevant source (literature from course, scholarly journals, and perspectives from the field) to support findings/rationale. All sources are properly cited according to the latest APA style manual with no errors.	Utilizes at least one of each type of relevant source (literature from course, scholarly journals, and perspectives from the field) to support findings/rationale. Most sources are properly cited according to the latest APA style manual.	Utilizes at least two types of relevant sources (literature from course, scholarly journals, and perspectives from the field) to support findings/rationale. Sources are cited according to the latest APA style manual with some errors.	Selection of sources is deficient in type, amount, and relevancy to subject. Sources are cited according to the latest APA style manual with a high volume of errors.	
Analysis and Application of HIPs	Comprehensive and in-depth discussion, thoroughly considering the complexities of the problem. Opinions from sources are fully integrated within the position. The application of the HIP is very effective, representing best practices in the field.	Specific perspective considers the complexities of the problem. Opinions from sources are synthesized with the position. The application of the HIP is largely effective. Limitations are discussed adequately.	Specific perspective acknowledges different sides of the problem. Opinions from sources are described. The application of HIP, although relevant to the problem, needs further development.	Specific position is stated but simplistic. Organization and description evidence is inadequate. Limitations are largely ignored.	

	Limitations are considered thoroughly.		Limitations are acknowledged.		
Conclusion	Conclusion is stated clearly. The development is logical and demonstrates critical thinking beyond summative thoughts about the problem, the IEO model, and the HIPs.	Conclusion is stated clearly. The development is logical and demonstrates summative thoughts about the problem and its connection to the IEO model, and the HIPs.	Conclusion is inadequately developed and/or insufficiently addresses the problem. Connection to the IEO model and/or the HIPs is only acknowledged.	Conclusion is not clear or is lacking substance. Connection to IEO model and/or HIPS is largely ignored.	
Control of Syntax and Mechanics	Uses highly professional and formal language that communicates meaning to readers with clarity, brevity, and fluency. The document is virtually error-free.	Uses professional language that communicates meaning to readers with clarity. The document has few errors.	Uses language that communicates meaning to readers with clarity. The language is informal at times and document has errors.	Uses language that exhibits informality, lack of clarity, and/or errors that impair communication.	

This rubric was adapted from the Association of American Colleges and Universities (AAC&U) Rubrics. Retrieved from <https://www.aacu.org/value-rubrics>

References

Association of American Colleges and Universities (AAC&U). (2009). *Critical thinking VALUE rubric*. <https://www.aacu.org/value/rubrics/critical-thinking>

Association of American Colleges and Universities (AAC&U). (2009). *Inquiry and analysis VALUE rubric*. <https://www.aacu.org/value/rubrics/inquiry-analysis>

Association of American Colleges and Universities (AAC&U). (2009). *Written communication VALUE rubric*. <https://www.aacu.org/value/rubrics/written-communication>