Higher education today is faced with the on-going challenge of validating the value-added assumption that students leave college with more knowledge and understanding than when they initially arrived. To maintain their accreditation, colleges and universities must provide empirical evidence that demonstrates how they are achieving their institutional goals and objectives—evidence that moves beyond rhetoric and anecdotally-based reports. Accreditation agencies, such as the North Central Association of Colleges and Universities, require that an “organization’s goals for student learning outcomes are clearly stated”…and that “evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.” This course will provide students with the knowledge and understanding of different evaluation frameworks as well as the necessary quantitative and qualitative tools to design valid and reliable evaluation plans. Toward that end, class time and assignments will emphasize how to perform effective, high quality assessment and program evaluations, with a particular focus on assessing student learning within student affairs divisions and other programmatic areas of a college or university.

COURSE OBJECTIVES:

Upon completion of this course, students will be expected to:

- Have a working knowledge of evaluation and assessment philosophies, approaches, models, and uses;

- Understand the importance of evaluation and assessment in performing both formative and summative evaluations;

- Understand the various strategies employed by postsecondary institutions to achieve their goals and objectives for assessment and improve their curricular and co-curricular programs;
Develop a range of evaluation instruments, including but not limited to surveys and interview/focus group protocols, to analyze and measure student learning and developmental outcomes;

Have opportunities to practice and hone skills in designing, implementing, analyzing, and interpreting evaluation plans;

Develop a comprehensive evaluation plan for the purposes of assessing policy or improving practice at the program, department, or institutional level;

Translate findings from evaluation and assessment plans into practical implications that inform practice, policy, and institutional progress.

CONCEPTUAL FRAMEWORK:

A conceptual framework that emphasizes “Professionalism in Service of Social Justice” guides instructional, extracurricular, and professional activities at Loyola’s School of Education. The Loyola School of Education faculty are dedicated to promoting professionalism in service of social justice by developing students’ knowledge, skills, ethics, and service to improve educational opportunities for all members of society. This course contributes to the realization of this framework by helping students to:

Develop the knowledge and skills necessary to design, implement, and analyze evaluation plans in a variety of schools and professional settings (CF2);

Increase their technological skills for analyzing, developing, and presenting evaluation plans with insight and care (CF5);

Examine the roles of equity and fairness in designing and implementing evaluation and assessment plans, paying particular attention to issues of multiculturalism and cultural bias;

Advance a professional culture of service to students, society, colleagues, and classroom peers.

IDEA OUTCOMES:

The following learning outcomes are considered either essential or important based on the IDEA course rating system:

Gaining factual knowledge (terminology, classifications, methods)
Learning to apply course material (to improve thinking, problem solving, and decisions)
Acquiring skills in working with others as a member of a team

Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

DIVERSITY:

Loyola’s School of Education is committed to the value of diversity in all of its courses. This course presents and encourages diverse perspectives on evaluation and assessment in higher education, as well as scholarship about how to design evaluation plans that serve diverse groups of stakeholders.

TECHNOLOGY:

This course uses instructional technology in the classroom and encourages the use of information technology in the learning process. We will use Loyola’s Sakai course management system (CMS) as a class communication tool and as a depository for important course documents. Additionally, we will use the student response system as a pedagogical tool to assess learning in real-time and encourage student participation. PowerPoint, multimedia, SPSS, and NVivo will also be used throughout the course.

DISPOSITIONS:

All students in the course will be assessed across the following dispositional areas: Professionalism, Fairness, and the Belief that all students can learn. The rubric can be found in Appendix C of the syllabus and the assessments will be conducted at the end of the semester through LiveText.

ACADEMIC HONESTY

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity.

The School of Education’s Policy on Academic Integrity can be found at: www.luc.edu/education/resources/academic-policies/academic-integrity/

For additional academic policies and procedures refer to: www.luc.edu/education/resources/academic-policies/
ACCESSIBILITY:

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

ETHICSLINE REPORTING HOTLINE:

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988 (within the United States, Guam, and Puerto Rico).

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member’s ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. www.luc.edu/ethicsline

ELECTRONIC COMMUNICATION POLICES AND GUIDELINES:

The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf
www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf
www.luc.edu/its/itspoliciesguidelines/index.shtml

COURSE EXPECTATIONS:

I expect each of you to take an active role in your learning both inside and outside of the classroom. Central to the achievement of this goal is an
expectation that each of you will actively participate in classroom discussions and activities that are designed to help you achieve mastery of the varying topics related to evaluation and assessment. Thus, attendance is essential to the learning process and repeated absences will likely hinder your achievement of the objectives for this course. You have a responsibility to our classroom community to come to class prepared having made an earnest attempt to read the assigned readings and complete assignments by their respective due dates. My hope is that you will not merely try to complete the readings for the sake of completion but that you will take the time to critically read and reflect in order foster your own development and to stimulate classroom discussions. Each of you will be expected to participate in a number of group-based discussions and activities and I ask that you take this role seriously and become a productive colleague and collaborator throughout this course.

COURSE PEDAGOGY:

This is a student-centered, collaborative course, and as such, each of your unique backgrounds and past experiences are considered essential in understanding how you approach, frame, and interpret the educational content covered in this course. Based on the concepts embedded in constructivist learning theory, collaborative learning, and self-authorship, I see myself as a guide, tutor, and facilitator in the learning process, helping each of you achieve your individual learning objectives through a variety of teaching and learning mediums. I understand and acknowledge that we all learn differently and express our mastery of learning topics in forms that are often unique to the individual learner. Therefore, my expectations of each of you will vary based on your expressed learning styles and objectives for this course. Ultimately, I see this class as a community of scholars who are both teachers and learners albeit at varying stages of development based on our own life experiences, interests, and motivations. As such, the class will be focused around the following learning tenets:

- Shared responsibility among all learners (both teachers and students) for constructing and making sense of knowledge within a community of practice;
- Students active involvement in all phases of the learning process, with a special emphasis on “thinking out loud” in class;
- An appreciation of and support for multiple perspectives on knowledge and practice as well as opportunities to apply such understandings to relevant, open-ended, and realistic contexts;
- An emphasis on the critical role that peers play in the learning process, especially as it relates to helping one another decode, make meaning, and promote understanding of the subject.
REQUIRED TEXTS (Available at the Loyola University Bookstore)


RECOMMENDED TEXTS (For those of you interested in additional references on evaluation and assessment)


In addition to these texts, I have assigned a number of required and recommended readings that are available on the Sakai course website. Students should also seriously consider obtaining a personal subscription to *The Chronicle of Higher Education* and read it regularly such that informed discussions about relevant articles can occur in class.

It is also recommended that students become familiar with the following other salient publications in the higher education field:

- *Journal of College Student Development*
- *Journal of Higher Education*
- *Review of Higher Education*
- *Research in Higher Education*

**TEACHING MATERIALS:**

- Course readings
- Lectures incorporating reflective questioning and interactive activities
- Small group discussions
- Laboratory work
- Group projects and presentations to enhance content learning and presentation skills
- Written assignments to develop research skills, deepen understanding of higher education, and enhance written communication skills
COURSE ASSIGNMENTS:

You will be expected to complete the following assignments throughout the semester:

1. PARTICIPATION (20 points): This class is experientially based and as such, it is expected that each of you will actively participate in class discussions and exercises throughout the semester. Your participation grade will be based on the following:

   - Your class attendance and punctuality (5 points);
   - Your preparedness for class, including carefully reading the assigned materials and completing out-of-class exercises (5 points);
   - Your engagement in class discussions and in-class group activities (5 points)
   - Your performance on in-class exercises and quizzes (5 points).

   This aspect of your course grade represents your individual performance and engagement in the course (as opposed to group-based assignments) and will be one-fifth of your total course grade.

2. LAB ASSIGNMENTS (30 points): Throughout the semester, each of you will work either individually or with a lab partner and be responsible for completing three laboratory assignments. These assignments are meant to be building blocks that address the various components of an evaluation plan and culminate in a final written report and poster presentation. While these assignments will be graded (10 points per lab), your ability to incorporate feedback and revise and edit your lab assignments accordingly will be a much stronger determinant of your final grade. In other words, this class emphasizes the formative nature of evaluation and your improvement on each of these important lab assignments will be taken into consideration when evaluating your final portfolio. However, late assignments or assignments that are incomplete, poorly written, or done in haste will be marked down accordingly. Lab assignments are due on September 29th, October 27th, and November 17th.

3. FINAL ASSIGNMENT (50 points; CF2; CF5): Your final assignment for the course will consist of two parts:

   a. IN-CLASS E-PORTFOLIO PRESENTATION (10 points): Each individual or group will be responsible for developing an e-portfolio presentation (using Taskstream) that illuminates the essential elements of your evaluation plan. The e-portfolio must include each of the major content and methodological areas of your evaluation
(more formal guidelines will be passed out later in the semester along with an e-portfolio presentation by Michelle Kusel on October 27th). E-portfolio presentations will occur on December 1st. Students will have an opportunity to examine the e-portfolio presentations, ask questions of group members, and fill out comment cards that evaluate the quality of the e-portfolio as well as the knowledge and preparedness of the presenters.

b. **FINAL REPORT (40 points):** In addition to your presentation, each group will submit a final written evaluation plan that will be due the last day of class. While there is no minimum length of this report, it should reflect the cumulative work you have done throughout the semester and incorporate the feedback presented to you throughout the semester. The report should be submitted via the Sakai assignment tab as a single PDF document. Additionally, each of you will be required to submit the final report to LiveText. See **Appendix B** for a final checklist of requirements.

As this report constitutes a significant portion of your final grade, I expect it to be comprehensive, professionally prepared, and of the quality in which you would feel confident presenting this to your employer. For those of you who are working on an evaluation report specifically tied to your current position, I would encourage you to consider providing your employer with a copy and perhaps an “encore” performance of your earlier presentation. For those of you who have the opportunity to implement aspects of your evaluation plan (which is not an expectation of the course), I am happy to work with you on an individual basis so that you might incorporate real results in your final report. Final Report due **Dec. 1st.**

**EVALUATION PROCEDURES:**

The following criteria and procedures will be used to evaluate your work in this course to provide you with feedback and determine your course grade.

**Evaluation Criteria:**

- Evidence during class discussion and in written assignments that course readings have been completed on time and with thought;
- Effective use of relevant literature and its vocabulary and frameworks to support claims;
- Balanced and critical discussion of ideas and arguments, with particular attention to underlying values and assumptions;
- Original thinking that adds insight;
- Consistent, well-prepared class attendance and participation;
- On-time submission of assignments;
Correct grammar, spelling and punctuation; concise writing (i.e., not wordy).

The most common problems that detract from grades on assignments are:

- Superficiality – Lack of adequate thought and substance, usually due to inadequate time spent on the assignment;
- Inattention to instructions – Each assignment includes detailed instructions that should be read carefully before starting the project and reviewed again before submitting your work;
- Poor editing – particularly “typos” and grammatical errors
- Lateness – See policy below.

Note that all of these problems can be reduced by starting projects early, and the first two can be reduced by revising and asking others to review drafts.

Due Dates and Policy on Lateness and Absences:

All assignments are due on the dates posted in this syllabus. Additionally, I have included a course timeline in Appendix A that incorporates the due dates for all of the labs and other course assignments. Late assignments may be penalized one half-grade for each late day (or portion of a day). To avoid a reduction in grade, students with emergency situations must contact me in advance of the class to negotiate an alternative due date. Class time is essential for discussing course topics, and therefore if you anticipate time conflicts that will interfere with your ability to attend class, I strongly urge you to take this course a different term when you can devote fuller attention to it. Regular class attendance and active participation in class discussions and activities are a requirement for this course. Therefore, missing class or coming to class unprepared will be reflected in the final participation grade for this course.

GRADING:

1. Class Participation: 20 points
2. Lab Assignments 1-3 (10 points each): 30 points
3. Poster Presentation/Final Evaluation Report: 50 points

Total points for an A: 94-100
Total points for an A-: 90-93
Total points for a B+: 87-89
Total points for a B: 84-86
Total points for a B-: 80-83
Total points for a C+: 77-79
Total points for a C: 74-76
Total points for a C-: 70-73
COURSE OUTLINE:

Session 1 (Aug. 25): Overview of Course, Goals, Objectives, and Expectations

Tonight, each of you will have an opportunity to introduce yourselves to one another. We will also spend a portion of class time reviewing the course syllabus, my expectations for the course, and I will entertain any questions you might have concerning the course structure, nature of the materials presented, and/or course assignments. We will also discuss the reading below as we contemplate the notion of “quality” in higher education and how we have historically approached measuring the worth or “value” of a college education.

Required Readings:
- Bok, Chpt. 12
- Keeling & Hersh
- Schuh, Chpt 1

Recommended Readings:
- Arum & Roksa, Chpt. 1
- Hersh (2005)

Session 2 (Sept. 1): Definitions and Approaches to Program Evaluation

Tonight, we begin our foray into the world of evaluation by contemplating the various definitions and approaches that have been used to make informed decisions about how well a particular program, policy, or unit is achieving its stated goals and objectives. We will also examine the importance of engaging different stakeholders in the evaluation process as well as the process of identifying an evaluation question that will ultimately drive your semester-long project.

Required Readings:
- Fitzpatrick et al., Chpts. 1, 2, 12 (pp 286-292; 307-308), and 13
- Upcraft & Schuh (2002)

Recommended Reading:
- Schuh, Chpt. 2
- Wholey et al, Chpt 2
Tonight, we will spend the majority of class time examining the importance of logic models in delineating how resources and activities embedded within a particular program translate into short-term, intermediate, and long-term student outcomes. We will also discuss the importance of program theory and how the logic model is used to communicate key aspects of your evaluation plan to stakeholders who have an immediate, direct, or indirect claim on the results and recommendations that stem from the final evaluation plan.

**Required Readings:**
- Bresciani Handout
- Fitzpatrick et al., Chpt. 6, 8, and 12 (pp. 292-304)
- Weiss, Chpt. 3
- W.K. Kellogg Handout

**Recommended Readings:**
- Fitzpatrick et al., Chpt. 9
- Learning Reconsidered Handout
- Maki, Chpts. 3 and 6

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**Session 3 (Sept. 8): Using Logic Models to Develop Program Theory and Delineate Learning Outcomes**

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**Session 4 (Sept. 15): Individual Consultations**

Tonight, I will meet with individuals/groups to discuss their progress in selecting an evaluation site, developing an evaluation question, and determining an evaluation approach. In addition to our meeting, please read the following articles and respond to our Sakai Discussion Board (and your peers) by the end of the day on Monday.

**Required Readings:**
- Olivas
- Porter
- McCormick & McClenny (read in this order)

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**Session 5 (Sept. 22): Quasi-Experimental Design and Survey Development in Program Evaluation**

Tonight, we will focus on a review of quasi-experimentation and the basic tenets of research design including college impact models. This discussion will be
followed by an in-depth examination of survey research and design, highlighting the important considerations and potential pitfalls of writing a valid and reliable survey instrument.

**Required Readings:**
- Creswell, Chpt. 8
- Pascarella & Terenzini, pp. 52-60
- Schuh, Chpt. 3 (51-64); Chpt. 4 (77-87; 93-105); Chpt. 5 (107-127)
- Wholey et al., Chpt. 12

**Recommended Readings:**
- Fitzpatrick et al., Chpt. 15 (for a basic review of different research designs)
- Dilman et al., Chpt 4 & 5 (for a more extensive overview of writing survey questions)

**Session 6 (Sept. 29): Descriptive Statistics in Evaluation Research**

Tonight, we begin exploring the elements of quantitative data analysis, with an emphasis on using statistical software to perform basic descriptive analyses on survey data. We will also explore how to interpret findings and use graphical and other spatial devices to display survey results during our in-class lab.

**Required Readings:**
- Huck, Chpt. 2
- Schuh, Chpt. 6 (141-158)

**Recommended Readings:**
- Huck, Chpt. 11

**Session 7 (Oct. 6): No Class—Fall Break**

**Session 8 (Oct. 13): Inferential and Multivariate Statistics in Evaluation Research**

Tonight, we will finish our quantitative section of the course by exploring more advanced statistical techniques used in evaluation research. During our in-class lab, we will explore the use of factor analysis, bivariate and multivariate techniques, and the myriad ways to display results from these analyses in tabular and graphical formats. We will also discuss the requirements for writing up the
quantitative section of your evaluation reports, especially elements related to the quantitative analytic plan.

**Required Readings:**
- Diamond Residential Evaluation Report
- Huck, Chpt. 16

**Session 9 (Oct. 20): Peer Review Exercise and In-class Consultations**

Tonight, we will spend the first part of class engaging in a peer review exercise based on the surveys you have been developing for your evaluation project. The second half of class will include opportunities to work on Lab 2, which is due the following week, and receive consultation from your instructor and peers in relation to your methods section. Students will also have an opportunity to continue to ask questions and hone their understanding of statistical approaches to evaluation.

**Please bring a draft of your survey instrument to class**

**Session 10 (Oct. 27): Qualitative Techniques in Evaluation Research**

Tonight, we will begin exploring the use of qualitative techniques, including interviews and focus groups, in answering evaluation questions that require a more nuanced and deeper understanding of why a particular process or outcome was derived from program participation. In addition, we will discuss the process of creating and writing an interview/focus group protocol.

**Required Readings:**
- Fitzpatrick et al., Chpt. 16
- Lewis, Lenski, Mukhopadhyay, & Cartwright
- Schuh, Chpt. 4 (87-93); Chpt. 5 (127-139)
- Wholey et al., Chpt. 17

**Special Guest: Michelle Kusel will discuss how to use the e-portfolio tools in Taskstream for your final presentations.**

**Session 11 (Nov. 3): No Class: ASHE Conference. Please begin work on your interview/focus group protocols**

**Session 12 (Nov. 10): Qualitative Analytic Approaches in Evaluation Research and Protocol Peer Review**
Tonight, we will examine techniques used to analyze interview/focus group transcripts and ways to display findings from this portion of your analytic plan. We also spend a portion of the class engaging in a peer review exercise based on drafts of your interview/focus group protocols. We also have a demonstration on using NVIVO to organize and analyze qualitative data. Lastly, we will go over the requirements for completing the qualitative analytic section of your final evaluation plans.

**Required Readings:**
- Creswell, Chpt. 9
- Schuh, Chpt. 6 (158-170)
- Wholey et al., Chpt. 19

Please bring a draft of your interview/focus group protocol to class

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### Session 13 (Nov. 17): Mixed-Methods, Standards, Utility, and Ethics

Tonight, we will begin by examining best practices in utilizing mixed-methods designs, including a critical examination of two different mixed-method evaluation studies. Additionally, we will discuss standards, utility, and ethical considerations that undergird quality evaluation plans as well as budgets, timelines, and next steps in the evaluation process.

**Required Readings:**
- Banta & Blaich
- Example of Mixed Methods Evaluation: Higher Education Administration
- Fitzpatrick et al. Chpt. 3
- Schuh, Chpt. 8 and 9

**Recommended Readings:**
- Fitzpatrick et al. Chpt 17
- Lessons from the Field Volume 1 and Volume 2

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### Session 14 (Nov. 24): Assessing Quality in Higher Education: Ranking Systems and Faculty Performance

Tonight, we will discuss larger issues of measuring quality in higher education, taking a critical eye towards the U.S. New and World Report ranking system and other metrics used to rank the quality of higher education. Additionally, we will address the topic of how we evaluate faculty in higher education, focusing on aspects of the tenure-review process and the criteria used to determine faculty promotion and tenure decisions.
Required Readings:
- Braskamp
- Brooks
- Johnson & Ryan
- Keeling & Hersh

Recommended Readings:
- Barr & Tagg
- Bastedo & Bowman
- Ory

Session 15 (Dec. 1): Looking Backwards and Forward

Tonight, we will spend the majority of our time engaging in e-portfolio presentations so that you can all observe the work and progress of your peers throughout the semester. We will conclude the session by reflecting on our accomplishments over the semester and future challenges that remain in the field of evaluation research.

Recommended Readings:
- Fitzpatrick et al. Chpt. 18
- Schuh, Chpt. 10
## APPENDIX A: COURSE TIMELINE

<table>
<thead>
<tr>
<th>Assignment/Task</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Sakai Discussion Board</td>
<td>Tuesday, August 25 at 4:15pm</td>
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<tr>
<td>Email Individual/Group Preference</td>
<td>Tuesday, Sept. 1 at 4:15pm</td>
</tr>
<tr>
<td>Group Work Plan</td>
<td>Tuesday, Sept. 8 at 4:15pm</td>
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<tr>
<td>Lab 1 (Introduction to Plan)</td>
<td>Tuesday, Sept. 29 at 4:15pm</td>
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<tr>
<td>Lab 2 (Quantitative Plan)</td>
<td>Tuesday, Oct. 27 at 4:15pm</td>
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<tr>
<td>Lab 3 (Qualitative Plan)</td>
<td>Tuesday, Nov. 17 at 4:15pm</td>
</tr>
<tr>
<td>E-Portfolio Presentations</td>
<td>Tuesday, Dec. 1 at 4:15pm</td>
</tr>
<tr>
<td>Final Portfolio Due</td>
<td>Tuesday, Dec. 1 at 4:15pm</td>
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Appendix B: Checklist for the Final Evaluation Plan

1. The final evaluation plan should include two major areas:
   a. Final Narrative
   b. Appendices
2. The following are examples of what should be included in the narrative and appendices (Note: This is a comprehensive list and some items listed may not apply to your particular project).
   a. Narrative:
      i. Statement of the Problem
      ii. Significance of Problem
      iii. Context and History of the Program
      iv. Rich Description of the Program
      v. Stakeholders
      vi. Review of Literature/Conceptual Framework
      vii. Logic Model Description
      viii. Evaluation Approach
      ix. Evaluation Questions
      x. Standards
      xi. Quantitative Approach
      xii. Qualitative Approach
      xiii. Limitations
      xiv. Timeline
      xv. Budget
      xvi. Next Steps
      xvii. References
   b. Appendices:
      i. Supporting Program Documents
      ii. Prior Evaluation Results/Instruments
      iii. Logic Model
      iv. Matrices and Heuristics
      v. Survey
      vi. Survey Construct Map
      vii. Protocols
      viii. Coding Rubric
      ix. Consent Forms
      x. Email invitations
      xi. PowerPoint Presentation
      xii. Other
3. General Guidelines:
   a. This is a culminating portfolio of your work throughout the semester and the materials and documents should all be carefully proofread and edited.
   b. Make sure the narrative has appropriate transitions and that the text flows from one section to the next.
c. Make sure you include an explanation in the narrative for any of the items in the appendices.

d. I would recommend using section headers and/or tabs throughout the portfolio to organize your work.

e. Make sure to include your PowerPoint as an appendix in your evaluation plan and please upload your final plan to both the assignment tab in Sakai and Livetext (each partner must do this separately) I would prefer *one* final document delivered as a pdf.

f. For those of you who plan on administering aspects of your plan in the future, please know I am available for further consultation.
# Appendix C: Dispositions

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
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</table>

- Student meets all deadlines
- Student attends class and is punctual for all professional obligations
- Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)
- Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers
- Student is able to work effectively with peers on assignments
- Student demonstrates ethical behavior in all professional and graduate student work
- Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)
- Student accurately cites material in academic work ascribing appropriate credit for information conveyed

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<tr>
<th>Fairness</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tr>
<td>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student fails to consider the situation of others in making professional decisions and acts inequitably</td>
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</table>

- Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others
- Student exhibits active listening skills
- Student is able to accept constructive feedback

<table>
<thead>
<tr>
<th>All students can learn</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of</td>
<td>Student believes and demonstrates in practice that all students, regardless of contextual influences,</td>
<td>Student fails to understand and/or demonstrate in practice that all students, regardless of contextual</td>
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<td>contextual influences, are capable of learning</td>
<td>are capable of learning</td>
<td>influences, are capable of learning</td>
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<td>Student is sensitive to cultural differences</td>
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<td>Student respects the diversity of learning styles</td>
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<tr>
<td>Student uses the framework of social justice in decision making</td>
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