INSTRUCTOR INFORMATION:

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Survey Data Analyst, Institutional Effectiveness, Waubonsee Community College
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ldavidson1@luc.edu

Office Hours: By Appointment (please call or email in advance to arrange)
Classroom: Water Tower Campus, Corboy Law Center 523
Class Time: 7:00p.m. – 9:30p.m. on Mondays

COURSE DESCRIPTION:

Higher education today is faced with the ongoing challenge of validating the assumption that students leave college more knowledgeable and developed than when they entered. 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 assessment frameworks as well as the necessary quantitative and qualitative tools to design valid and reliable assessment plans. Toward that end, class time and assignments will emphasize how to perform effective, high-quality assessment with a particular focus on assessing student learning and development within student affairs/services divisions and other programmatic areas within postsecondary education.
COURSE OBJECTIVES:

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

- Have a working knowledge of assessment philosophies, approaches, models, and uses;
- Understand the importance of assessment and evaluation in performing both formative and summative assessment;
- 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 assessment instruments, including surveys and interview/focus group protocols, to analyze and measure student learning/developmental and institutional outcomes;
- Have opportunities to practice and hone skills in designing, implementing, analyzing, and interpreting assessment plans;
- Develop a comprehensive assessment plan for the purposes of assessing policy or improving practice at the program, department, or institutional levels;
- Translate findings from assessment plans into practical implications that inform practice, policy, and institutional progress.

COURSE PEDAGOGY:

This course emphasizes the application of particular knowledge and skills to postsecondary educational assessment efforts. You will integrate what you learn from course materials, in-class discussions, and out-of-class meetings with actual stakeholders to design an assessment plan. This type of learning requires collaboration, openness to individuals/ideas/feedback, and a willingness to think critically about assessment-related questions for which there are not easy answers.

Problem-based learning is a key component of this course. Part of most class sessions will involve collaborating with your partner to work through an assessment-related issue in an in-depth manner. These exercises are meant to enhance and integrate your content knowledge (gained through your assigned readings and our in-class discussions that precede these exercises), your problem-solving and critical thinking development, and your ability to effectively collaborate in your work. Note that all three of these aims are essential for any effective higher education practitioner!

Finally, collaborative learning is a key part this course. First, you will work with a partner all term on your semester-long assessment project, and you will evaluate each other’s work after each assignment is submitted (I will see these evaluations and factor these into your individual
assignment grades). Please take these opportunities to provide thoughtful, constructive, and ongoing feedback to one another. This practice helps develop your interpersonal communication skills and your ability to critique others’ work and incorporate feedback on your own. **Second,** you will work with this same partner on the weekly problem-based learning exercises, and you will submit these through Sakai each week so that I can provide feedback and factor these into your course participation grade. **Third,** you and your partner will work with a (or multiple) stakeholder(s) within a higher education unit to design a feasible assessment project. While you are not required to execute the assessment project, it should represent something that could be executed. This will require multiple meetings with this unit’s stakeholder(s) and collaborative discussions as you attempt to understand this area’s assessment needs, contexts, and desired outcomes.

**COURSE EXPECTATIONS:**

Given the collaborative nature of this course, we will learn from each other throughout our time together. It is my hope that we all bring our personal, academic, and professional experiences and identities to the classroom and learn from the breadth of diversity present in such a space. With this in mind, a few of my expectations are important to explain:

- **We must think about our thinking.** How do we know what we know? What represents knowledge? How do we negotiate different sources of knowledge? Educational assessment is not an objective or neutral practice, so understanding its construction and how we are situated relative to this is essential. I ask that you critically examine your own claims and others’ ideas and approaches to educational assessment in ways that foreground this expectation.

- **Diverse perspectives are necessary.** Let us cultivate a learning community where we (1) encourage the sharing of personal and professional insights and (2) benefit from such diverse insights by using that knowledge to frame and execute our work in educational assessment.

- **Take an active role in your learning both inside and outside our classroom.** My hope is that you will not merely try to complete the readings and assignments for the sake of completion but that you will take the time to critically read and reflect on course content, write assignments, and engage in discussions with your peers and/or professional colleagues. You will be expected to participate in a number of group-based discussions and activities. I ask that you take this role seriously and become a productive colleague and collaborator throughout our course.

**DIVERSITY:**

Loyola’s School of Education (SoE) is committed to the value of diversity in all of its courses. This course presents and encourages diverse perspectives on assessment within higher education and scholarship about assessment practices that serve diverse groups of stakeholders. Throughout our time together, we explicitly engage issues involving assessment relative to campus inclusion and climate, underrepresented groups, diverse sources of knowledge, and other
considerations in ensuring assessment practices that promote social justice on our campuses. It is my hope that you will emerge from this course able to effectively do educational assessment in ways that meaningfully foreground issues of diversity.

SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK:

A conceptual framework that emphasizes Social Action through Education guides instructional, extracurricular, and professional activities within LUC’s SoE. 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. (The entire SoE conceptual framework is accessible at http://www.luc.edu/education/mission/.)

The SoE conceptual framework is exemplified within this course in several ways. We begin our time together by critiquing the very construction of educational assessment (i.e., its social, historical, and political contexts) and how our work and we are situated relative to this. We discuss throughout the semester challenges in articulating and measuring student and institutional outcomes related to diversity and inclusion. We explicitly investigate the intersection of diverse identities with assessment questions and methodologies. Finally, we spend a significant amount of time investigating ways to use educational assessment to understand the extent to which equity, inclusive practices, and other social justice aims are actualized. In doing so, we consider important contextual elements in using assessment for these important purposes.

Specifically, this course contributes to the realization of the SoE conceptual framework by including a core assessment for the following Conceptual Framework Standard (CFS):

- CFS2: Candidates apply culturally responsive practices that engage diverse communities.

IDEA OUTCOMES:

Each course you take in the SoE is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the course evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation, go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left-hand side of the page.

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

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- 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
LIVETEXT:

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation-, school-, and/or program-related assessments. You can access more information about and log in to LiveText here: https://www.livetext.com/.

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 as a class communication tool and as a repository for course documents. Additionally, we will use PowerPoint, SPSS software, and other multimedia resources throughout the course.

DISPOSITIONS:

All students in this course will be assessed across the following three dispositional areas: Professionalism, Fairness, and the Belief that All Students Can Learn. The evaluation rubric for these dispositions can be found in Appendix D of this syllabus. Instructor assessments will be conducted at the end of the semester through LiveText. Disposition data are reviewed by program faculty on an ongoing basis, allowing them to work with students to develop throughout their program and address any issues as they arise.

SYLLABUS ADDENDUM LINK:

You can visit www.luc.edu/education/syllabus-addendum/ for a more thorough outline of policies regarding academic honesty, accessibility, ethics line reporting, and electronic communication policies and guidelines. Please read each policy carefully.

REQUIRED TEXTS: (available at LUC’s WTC Bookstore)


In addition to these required texts, I have assigned a number of required and recommended readings that are available on our Sakai course site.

***If you do not already have access to the Publication Manual of the American Psychological Association (6th ed.), you will need this to ensure your assignments and final project adhere to these style guidelines. Note that appropriate APA formatting is an evaluative criterion for each of your assignments. Please plan to somehow secure a copy of this manual for the semester; please see me if the feasibility of securing this is an issue.
TEACHING MATERIALS:

- Course readings
- Lectures incorporating reflective questioning and interactive activities
- Small-group discussions
- Computer lab work
- Group projects and presentations to enhance content learning and presentation skills
- Written assignments to develop research skills, deepen understanding of the U.S. postsecondary educational system, and enhance written communication skills

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


**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 assigned materials and completing out-of-class exercises (5 points)
   - Your engagement in class discussions (5 points)
   - Your performance on in-class problem-based learning exercises (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 20% of your final course grade.

2. **PRELIMINARY MANUSCRIPTS (30 points):** Throughout the semester, each of you will work with a partner and be responsible for completing three preliminary manuscript assignments. These manuscripts are meant to be the building blocks that address the various components of your final assessment plan, which will culminate in a final, comprehensive written report and in-class presentation. While these three assignments will be graded (10 points per manuscript), your ability to incorporate feedback and revise and edit the content of these assignments will be a much stronger determinant of your final assessment project grade. In other words, this class emphasizes the formative nature of assessment, and your improvement on each of these important assignments will be taken into consideration when evaluating your final project. However, late assignments or assignments that are incomplete, poorly written, or done in haste will be marked down accordingly. These three manuscript assignments together represent 30% of your final course grade and are due on October 3rd, October 31st, and November 14th.
3. **FINAL PROJECT (50 points):** Your final project for the course represents 50% of your final course grade and consists of two parts:

   a. **IN-CLASS PRESENTATION (10 points):** Each group will be responsible for developing a presentation that illuminates the essential elements of your assessment plan. The presentation must include information that illustrates each of the major content and methodological areas of your assessment (more formal guidelines will be passed out later in the semester). Those not presenting will have an opportunity to ask questions of group members and complete comment cards to evaluate the quality of the presentation as well as the knowledge and preparedness of the presenters. The presentation itself should also be included as an appendix in the final assessment report that is submitted.

   b. **FINAL REPORT (40 points):** In addition to your presentation, each group will submit a final written assessment plan that will be due the last day of class on **December 5th**. While there is no minimum length of this report, it should reflect the cumulative work you and your partner have done throughout the semester and incorporate the feedback presented to you throughout the term. The report should be submitted via the Sakai assignment tab as a single PDF (note: no other file formats will be accepted, so plan accordingly). Additionally, each of you will be required to upload the final report to LiveText.

As this report constitutes a significant portion of your final grade, I expect it to be comprehensive, professionally prepared, and of high enough quality that you would feel confident presenting this to your employer. For those of you who are working on an assessment report specifically tied to your current position, I would encourage you to consider providing your employer with a copy and delivering your final presentation. For those of you who have the opportunity to implement aspects of your assessment 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.

**COURSE EVALUATION PROCEDURES:**

The following criteria and procedures will be used to evaluate your work in this course, provide you with feedback, and determine your course grade. Additionally, for your written assignments, there are grading rubrics attached to each that clearly specify the evaluative categories and criteria.

**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, APA style guideline adherence, and writing reflective of graduate-level work

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

▪ 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/APA style errors
▪ Lateness – See policy below

Due Dates and Policy on Assignment Lateness and Class 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 course assignments. Late assignments will be penalized half a letter grade for each late day (or portion of a day), beginning immediately after the assignment due date/time detailed in Sakai. 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 know of time conflicts that will interfere with your ability to attend class, (1) communicate this to me in advance and (2) you must work with your partner or other classmate to obtain the information discussed in class. Regular class attendance and active participation in class discussions and activities are a requirement for this course. Therefore, class absences and/or coming to class unprepared will be reflected in your final participation grade for this course.

GRADING:

1. Class Participation: 20 points
2. Preliminary Manuscript Assignments 1-3 (10 points each): 30 points
3. Final Class Presentation + Final Evaluation Report: 50 points

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<thead>
<tr>
<th>Grade</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>74-76</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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</tbody>
</table>
COURSE OUTLINE:

**Session 1 (Aug. 29): Overview of Course, Objectives, and Expectations**

We will introduce ourselves to one another and review the course syllabus, our expectations for the course, and the course structure. We will discuss the readings below as we consider the construction of educational assessment (i.e., its social, historical, and political contexts). We will also begin to examine various ways of understanding the central purposes of postsecondary education and how we have historically approached understanding student and institutional needs and outcomes relative to these purposes.

**Required Reading (read in this order):**


**Session 2 (Sept. 5): No Class—Labor Day Holiday**

**Session 3 (Sept. 12): Assessment in Student Affairs and Student Services**

We situate assessment within student affairs and other student services areas. As practitioners, we operate thinking that our programs and services contribute toward students’ learning and development in significant ways. Assessing such programs and services is central to understanding whether and how this is happening (and for whom learning or development is/is not happening). We will delve into the literature on student learning to first understand the type of learning relevant to 21st-century postsecondary education. We will then discuss how we think about designing and assessing student programs and services to align with and actualize such learning and development.

**Required Reading (read in this order):**


**Recommended Additional Reading:**


| **Session 4 (Sept. 19): Definitions and Approaches to Assessment** |

We begin to understand postsecondary educational assessment 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 assessment process as well as the process of identifying an assessment question that will ultimately drive your semester-long project.

**Required Reading:**


Review assessment cycle handout.

**Session 5 (Sept. 26): Using Logic Models to Develop Program Theory and Identify Learning Outcomes**

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 Reading:**


**Session 6 (Oct. 3): Assessment Tools: Survey Development in Assessing Programs and Students (Part 1)**

Tonight, we will begin a three-part discussion that explores quantitative approaches to assessment by focusing on survey research and design. Part one will provide an introduction to survey design, including its considerations, components, and utility in assessment practices.

**Required Reading:**


**Session 7 (Oct. 10): No Class—Fall Break**
Session 8 (Oct. 17): Assessment Tools: Considerations in Using Surveys to Assess Programs and Students (Part 2)

We continue our three-part discussion on survey research and design by discussing important considerations and potential pitfalls of writing a valid and reliable survey instrument. Part 2 will identify important contextual considerations in utilizing surveys to answer assessment questions.

Required Reading (read in this order):


Recommended Additional Reading:


Session 9 (Oct. 24): Assessment Tools: Descriptive and Inferential Statistics in Assessment (Part 3)

Tonight, we conclude our three-part discussion on quantitative approaches to evaluation by delving into descriptive and inferential statistics. We will include an in-class lab, where students will use statistical software (SPSS) to perform basic descriptive and inferential analyses on survey data, discuss how to interpret findings, and generate graphs to display findings. 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 Reading (read in this order):


Tonight, we will begin a two-part discussion on the use of qualitative techniques, including interviews and focus groups, in answering assessment 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 Reading (read in this order):**


**Session 11 (Nov. 7): Qualitative Analytic Approaches in Assessment**

Tonight, we will conclude our two-part discussion by examining techniques used to analyze interview/focus group transcripts and ways to display findings from this portion of your analytic plan. We will also review the requirements for completing the qualitative analytic section of your final assessment plan.

**Required Reading:**

Tonight, we will examine best practices in utilizing mixed-methods assessment designs. Additionally, we will discuss standards, utility, and ethical considerations that undergird quality assessment plans.

**Required Reading (read in this order):**


Now that we have covered the various aspects of and considerations related to program assessment, we will spend tonight discussing how to begin and sustain such practices. We will examine capacity building and the role of postsecondary institutional contexts as well as the relationship between program assessment and demonstrating overall institutional effectiveness.

**Required Reading:**


Tonight, we will address the utility and necessity of assessment as a means to understand issues of equity and inclusive practices in higher education. This discussion represents a culmination of the various aspects of assessment we have discussed during the semester. How can we use assessment to understand the extent to which equity, inclusion, and other social justice aims are actualized? What are important contextual elements we must consider in using assessment for these important purposes?

**Required Reading:**


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**Session 14 (Nov. 28): Using Assessment to Understand Campus Equity and Inclusion**

Tonight, as it is our final evening together, we will engage in the final project presentations and provide each other feedback. We will also spend some time reflecting on our accomplishments over the semester and future challenges that remain in the field of postsecondary educational assessment.

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**Session 15 (Dec. 5): Looking Backwards and Forward**

Tonight, as it is our final evening together, we will engage in the final project presentations and provide each other feedback. We will also spend some time reflecting on our accomplishments over the semester and future challenges that remain in the field of postsecondary educational assessment.
## Appendix A: Course Timeline

<table>
<thead>
<tr>
<th>Assignment/Task</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Email Project Group Preference</td>
<td>Tuesday, Sept. 6</td>
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<tr>
<td>Group Work Plan</td>
<td>Monday, Sept. 12</td>
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<tr>
<td>Preliminary Manuscript 1 (Introduction to Plan)</td>
<td>Monday, Oct. 3</td>
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<tr>
<td>Preliminary Manuscript 2 (Quantitative Plan)</td>
<td>Monday, Oct. 31</td>
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<tr>
<td>Preliminary Manuscript 3 (Qualitative Plan)</td>
<td>Monday, Nov. 14</td>
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<tr>
<td>In-class Presentations</td>
<td>Monday, Dec. 5</td>
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<tr>
<td>Final Assessment Project</td>
<td>Monday, Dec. 5</td>
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Appendix B: Final Presentation Guidelines

During the last class session, student groups will have an opportunity to present their assessment projects to the class. Please consider the following guidelines when constructing your posters and presentations:

- The presentation should be ready by the beginning of class.
- All members of your group should be prepared to discuss your assessment plan with your peers and instructors and to answer questions from the class.
- Please think about the three-foot rule for your slides – “Can I read this from three feet away?”
- Please include in your presentation information on the following eight areas of your assessment plan:
  
  i. Assessment context
  ii. Logic model
  iii. Assessment questions
  iv. Quantitative approach
  v. Qualitative approach
  vi. Timeline
  vii. Budget
  viii. Next steps

- You may have additional slides/information if necessary, but remain mindful of the time allotted to present.
- Please make sure you come prepared, rehearsed, and ready to engage our audience.
- Creativity in designing your presentation and professionalism in presenting your plan should be primary considerations.
Appendix C: Checklist for the Final Assessment Project

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. Assessment Approach
      ix. Assessment 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 Assessment 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 (or other) Presentation

3. General Guidelines:
   a. This is a culminating portfolio of your work throughout the semester, so 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. Use section headings and subheadings (adhere to APA style guidelines) throughout the portfolio to organize your work.

e. Make sure to include your PowerPoint (or other presentation format) as an appendix in your assessment plan, and upload your final plan (as a PDF) to both the assignment tab in Sakai and LiveText. For Sakai submission, only one group member needs to submit the final project. For LiveText, each student must submit the final portfolio separately.

f. For those of you who plan on administering aspects of your assessment plan in the future, please know I am available for further consultation.
Appendix D: Student Dispositions Evaluated by SoE

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<thead>
<tr>
<th>Professionalism</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tr>
<td></td>
<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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<td>Student meets all deadlines</td>
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<td>Student attends class and is punctual for all professional obligations</td>
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<td>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)</td>
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<td>Student demonstrates appropriate expression (verbally and in writing) with faculty, supervisors, employers, and peers</td>
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<td>Student is able to work effectively with peers on assignments</td>
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<td>Student demonstrates ethical behavior in all professional and graduate student work</td>
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<td>Student adequately addresses feedback</td>
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<td></td>
<td>Target</td>
<td>Acceptable</td>
<td>Unacceptable</td>
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<tr>
<td><strong>Fairness</strong></td>
<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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<td>Student is considerate (verbally and nonverbally) of appropriately-expressed feelings and opinions of others</td>
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<td></td>
<td>Student exhibits active listening skills</td>
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<td>Student is able to accept constructive feedback</td>
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<td><strong>All Students Can Learn</strong></td>
<td>Student exhibits exemplary understanding and practice, reflecting the belief that all students, regardless of contextual influences, are capable of learning</td>
<td>Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</td>
<td>Student fails to understand and/or demonstrate in practice that all students, regardless of contextual influences, are capable of learning</td>
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<td>Student is sensitive to cultural</td>
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<td>differences</td>
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<td>Student respects the diversity of learning styles</td>
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<td>Student uses the framework of social justice in decision making</td>
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