ELPS 431: Evaluation in Higher Education

INSTRUCTOR INFORMATION:

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Classroom: Water Tower Campus, Corboy Law Center 602
Class Time: 7:00p.m. – 9:30p.m. on Wednesdays

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 evidence that demonstrates how they are achieving their institutional goals and objectives. This evidence must move beyond simple rhetoric and anecdotally-based reports. Beyond accrediting associations, the Council for the Advancement of Standards in Higher Education and area-specific professional organizations (e.g., National Career Development Association, National Academic Advising Association) advance particular learning and developmental outcomes and require programs to clearly explain how their programs facilitate this type of learning and development and how they will measure whether this happens.

But how does one determine learning and developmental outcomes? How do the various activities and resources within a program connect to students’ development? How does one know students have learned as a result of engaging in a program? How will such evidence be used? This course will provide students with the knowledge and understanding of different educational assessment frameworks as well as the necessary quantitative and qualitative tools to design rigorous 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 co-curricular programs.
COURSE OBJECTIVES:

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

- Describe the concepts of program effectiveness, program evaluation, and assessment within the co-curriculum;
- Explain the assessment cycle and identify key priorities for practitioners related to each component;
- Complete a program logic model that clearly connects aspects of a program to its goals and outcomes;
- Explain various assessment philosophies, approaches, models, and uses and ground their assessment work in these;
- Explain the benefits of qualitative, quantitative, and mixed-methods approaches to co-curricular assessment;
- Develop and identify when to use a range of assessment instruments—including surveys and interview/focus group protocols—to measure student learning and developmental outcomes and explain how to analyze and report the findings from such instruments;
- Practice designing an assessment plan for an actual higher education program for the purposes of improving practice at the program or departmental level;
- Translate findings from assessment plans into practical actions that inform practice, policy, and institutional progress;
- Provide a rigorous evaluation of peers’ proposed assessment plans, offering concrete recommendations and insights.

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 program stakeholders to design a proposal for 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.

*Collaborative learning* is also 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 and your partner will work with a (or multiple) stakeholder(s) within a co-curricular program to propose 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 program’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? Why are particular aspects of students’ experiences more important to us than others? How do we negotiate different sources of knowledge? Where do you have questions? 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.

- The incorporation of diverse perspectives is 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, apply insights to your project, 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 inclusion and equity 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, equity, and inclusion.
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 discuss 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 inclusively. We 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 OBJECTIVES:

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 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 objectives 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/.

DISPOSITIONS:

All courses in the SoE assess student dispositions. All students in this course will be assessed across the following three dispositional areas: Professionalism, Inquiry, and Social Justice. The evaluation rubric for these dispositions can be found in Appendix D of this syllabus and in LiveText. 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 the SoE’s policies regarding academic honesty, accessibility, ethics line reporting, and electronic communication policies and guidelines. Please read each policy carefully.

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


In addition to this required text, 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; 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
- 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
TECHNOLOGY:

This course uses instructional technology in the classroom and encourages the use of information technology in the learning process. We will use LUC’s Sakai course management system as a class communication tool and as a repository for course documents. Additionally, we will use PowerPoint, other multimedia resources, and SPSS statistical software throughout the course.

COURSE ASSIGNMENTS:

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

1. **PARTICIPATION (15 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 any out-of-class exercises (5 points)
   - Your engagement in class discussions (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 15% of your final course grade.

2. **MANUSCRIPT ASSIGNMENTS (45 points):** Throughout the semester, each of you will work with a partner and be responsible for completing three manuscript assignments. These manuscripts are meant to be the building blocks that address the various components of your final assessment proposal, which will culminate in a final, comprehensive written report and in-class presentation. While these three assignments will be graded (15 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 proposal 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 45% of your final course grade and are due on **October 4th, November 8th, and November 22nd.**
3. **FINAL PROJECT (40 points):** Your final project for the course represents 40% 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 explains the various elements of your proposed assessment plan. The presentation must include information that illustrates each of the major content and methodological areas of your assessment (more formal guidelines and grading criteria are available on Sakai). Those not presenting will have an opportunity to ask questions of group members and evaluate the quality of the presentation as well as the knowledge and preparedness of the presenters.

b. **FINAL REPORT (30 points):** In addition to your presentation, each group will submit a final written proposed assessment plan that will be due after the last week of class on **Monday, December 11th**. 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 general criteria 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 assignment-specific grading rubrics (see Sakai) that clearly specify the evaluative criteria and point system.

**General evaluative 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 very detailed instructions that should be read carefully before starting the project and reviewed again before submitting your work
- Poor editing – Particularly typos and grammatical or APA style errors
- Lateness – See policy below

Due dates and policy on assignment lateness and class absences:

**Late assignments.** All assignments are due by the dates and times posted in this syllabus and Sakai. 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 due date/time to negotiate an alternative due date.

**Class absences.** 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 classmates 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: 15 points
2. Manuscript Assignments 1-3 (15 points each): 45 points
3. Final Class Presentation + Final Assessment Report: 40 points

<table>
<thead>
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<th>Total points for an A</th>
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<tbody>
<tr>
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<td>Total points for a B+</td>
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<td>Total points for a B</td>
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<td>Total points for a B-</td>
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<td>Total points for a C+</td>
<td>77-79</td>
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<td>Total points for a C</td>
<td>74-76</td>
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<tr>
<td>Total points for a C-</td>
<td>70-73</td>
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COURSE OUTLINE: (Note: all required readings are to be done in advance of that particular class meeting.)

Session 1 (Aug. 30): Why Assessment Matters and Course Overview

We will introduce ourselves to one another and review the course syllabus, our expectations for the semester, and the course structure. We will spend most of tonight discussing the relevance of assessment in co-curricular programming. In doing so, we will discuss the student learning and developmental needs our work addresses and the utility of assessment in determining whether we are meeting those needs.

Required Reading: (None)

Session 2 (Sept. 6): Nesting Assessment within Accreditation, Professional Standards, and Program Missions

Building from our first class meeting, we will dissect the layers that inform program assessment efforts, emphasizing relationships between co-curricular assessment and institutional accreditation, professional standards in higher education, and program missions. We will also discuss how these layers inform the types of student learning and development supported by student affairs professionals and, therefore, the types of program assessment in which we engage.

Required Reading (read in this order):


Optional: You can get a head start on Manuscript #1 and identify a professional association of your choice and review its standards and the associated learning/developmental outcomes (sometimes called goals, outcomes, or indicators, depending on the association) expected of programs in this functional area. During next week’s class, I will use an example—or we can use students’ examples—to discuss the relationship between the various levels of influence.
Session 3 (Sept. 13): Assessing Co-curricular Programs

As practitioners, we operate thinking that our programs and services contribute toward students’ learning and development in significant ways. But how do we know this? Assessing our efforts is central to understanding whether and how this is happening (and for whom learning and development are/are not happening and for what reasons). We begin to understand postsecondary educational program evaluation and assessment by contemplating the various definitions and approaches that have been used to make informed decisions about how well a particular program is achieving its stated goals and objectives.

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


**Recommended Additional Reading:**


Tonight, we will review the assessment cycle and discuss the assessment planning process. Specifically, we will discuss articulating a program’s purpose and background, developing an assessment purpose, and considering assessment approaches and timelines. We will also discuss the value of using existing institutional data and/or assessment findings in co-curricular assessment. We will 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:**


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**Session 4 (Sept. 20): The Assessment Cycle**

We will discuss how to specify a program’s goals by considering the broader categories of learning or development expected from participation in the program. We will then discuss the utility of program logic models and how to develop these. In doing so, we will see the importance of logic models in delineating how program resources and activities translate into the types of short-term, intermediate, and longer-term student outcomes expected. Examining both program goals and logic models will allow us to translate program goals (i.e., what students should be able to do) into learning or developmental outcomes (i.e., how we know students are meeting our program goals) in a way that is easy to explain.

**Required Reading:**

Tonight, we use program logic models to map precisely what to assess within a given program. We will connect the various activities and processes within a program to the different student outcomes related to them. We will discuss the benefits of assessing both program processes and student outcomes. We will also spend time understanding how to construct measurable outcomes.

**Required Reading:**


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**Session 7 (Oct. 11): Epistemology, Ethics, and Bias: Considerations Before Measurement Decisions**

We begin by discussing *how we understand* the various elements embedded within program assessment. How do we arrive at what to assess? What shapes our understanding of this? What are potential sources of bias in our efforts to assess students’ learning and development? We will also review ethical considerations in assessment, including ethical frameworks and the informed consent process. We will conclude by transitioning into measurement-related considerations, including feasibility, advantages and drawbacks of various methods, and connecting measurement to our assessment purpose and specific questions.

**Required Reading:**


**Recommended Additional Reading:**

Tonight, we will begin a three-part discussion that explores quantitative approaches to assessment by focusing on the purposes and types of quantitative assessment designs. Part I will provide an introduction to the types of assessment questions quantitative approaches can help answer. We will also begin our discussion on survey design, including its utility and limitations in assessing both student outcomes and program processes. We will discuss translating outcomes and processes into measurable survey items and timing issues related to using surveys in assessment.

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


**Recommended Additional Reading:**


We continue our discussion on survey development. We will learn how to map student outcomes and program processes to specific survey items to ensure we are measuring what we intend. We will also cover all major aspects of survey development, including identifying the major components and sequencing of a survey, item types and construction, and identifying appropriate survey response categories. We will conclude tonight’s discussion by reviewing survey pilots, participation, and considerations related to survey response rates.

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


American University. (n.d.). *Inclusive survey and data collection practices concerning gender, sex, and sexual orientation*.


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**Session 10 (Nov. 1): Measuring Student Outcomes and Process-related Elements: Descriptive and Inferential Statistics (Part III)**

Tonight, we conclude our three-part discussion on quantitative approaches to assessment by delving into descriptive and inferential statistics. We will discuss the utility of descriptive and inferential analyses on survey data, how to interpret findings, and how to best visualize and report survey results. We will also discuss the requirements for writing up the quantitative section (Manuscript #2) of your final assessment project.

**Required Reading:**


**Recommended Additional Reading:**


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**Session 11 (Nov. 8): Measuring Student Outcomes and Process-related Elements: Qualitative Approaches to Assessment (Part I)**

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 interview and focus group protocols.

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


**Session 12 (Nov. 15): Measuring Student Outcomes and Process-related Elements: Qualitative Analytic Techniques (Part II)**

Tonight, we will conclude our two-part discussion by examining techniques used to analyze interview and focus group transcripts and discussing ways to report qualitative findings. We will also discuss the requirements for writing up the qualitative section (Manuscript #3) of your final assessment project.

**Required Reading:**


**Session 13 (Nov. 22): Thanksgiving Break – No Classes**
Tonight, we will discuss implementing a balanced approach to reporting assessment findings. We will return to the original assessment questions asked, consider different audiences, and emphasize the translation of findings into action. We will also discuss how to sustain assessment practices, reminding ourselves of the assessment cycle and corresponding continuous improvement emphasis within this. We will conclude tonight by discussing assets and barriers related to cultivating cultures of evidence-based decision makers on our campuses and our roles in this.

**Required Reading:**


**Recommended Additional Reading:**


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**Session 14 (Nov. 29): Using Assessment Results and Sustaining Assessment Practices**

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**Session 15 (Dec. 6): Looking Backward 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.

**Required Reading:** (None – work on presentation and final project)
## 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>Wednesday, Sept. 6</td>
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<tr>
<td>Group Work Plan</td>
<td>Wednesday, Sept. 13</td>
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<tr>
<td>Preliminary Manuscript 1 (Introduction to Plan)</td>
<td>Wednesday, Oct. 4</td>
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<tr>
<td>Preliminary Manuscript 2 (Quantitative Plan)</td>
<td>Wednesday, Nov. 8</td>
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<tr>
<td>Preliminary Manuscript 3 (Qualitative Plan)</td>
<td>Wednesday, Nov. 22 (even though no class)</td>
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<tr>
<td>In-class Presentation</td>
<td>Wednesday, Dec. 6</td>
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<tr>
<td>Final Assessment Project</td>
<td>Monday, Dec. 11</td>
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</table>
Appendix B: Final Presentation Guidelines

During the last class session, student groups will have an opportunity to present their proposed assessment projects to the class. Please consider the following guidelines when constructing your 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 instructor 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 assessment plan should include two major areas:

   a. Final narrative (red text = preliminary manuscript #1; green text = preliminary manuscript #2; blue text = preliminary manuscript #3; black text = new information)
   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. Program background
      ii. Program focus
      iii. Program learning/development goals
      iv. Logic model description
      v. Assessment purpose
      vi. Assessment approach
      vii. Assessment questions
      viii. Quantitative assessment approach
      ix. Qualitative assessment approach
      x. Overall limitations of your assessment approach (consider the purpose, assessment question(s), quantitative and qualitative approaches in discussing these and their significance)
      xi. Timeline (hypothetical or actual; see Sakai examples)
      xii. Budget (include all costs, including any incentives used; see Sakai examples)
      xiii. Next steps (hypothetical or actual; see Sakai examples)
      xiv. References

   b. Appendices:
      i. Supporting program documents
      ii. Prior assessment results/instruments
      iii. Logic model
      iv. Survey
      v. Survey construct map
      vi. Interview or focus group protocol
      vii. Informed consent form
      viii. Demographic variable form
      ix. Email invitations to participants
      x. Final PowerPoint presentation
      xi. Other (anything not listed above, yet still relevant)
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 and direct readers to exactly what appendices they may find that information.
d. Use APA-style section headers and appendices throughout the project to organize your work.
e. Make sure to include your PowerPoint as an appendix in your assessment plan.
f. You will need to submit one final project (as a PDF) for your entire group to Sakai (only one person needs to submit this on behalf of your group), but each student needs to upload the final project (as a PDF) to LiveText at the end of the term.
## Appendix D: Three Student Dispositions Evaluated by LUC’s SoE
(Dispositions = Professionalism, Social Justice, and Inquiry)

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Partially Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student meets all deadlines.</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 occasionally 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>
</tr>
<tr>
<td>Student attends class and is punctual for all professional obligations.</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 occasionally 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>
</tr>
<tr>
<td>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days).</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 occasionally 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>
</tr>
<tr>
<td>Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers.</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 occasionally 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>
</tr>
<tr>
<td>Professionalism (cont’d)</td>
<td>Exceeds Expectations</td>
<td>Meets Expectations</td>
<td>Partially Meets Expectations</td>
<td>Does Not Meet Expectations</td>
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<tr>
<td>Student is able to work effectively with peers on assignments.</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 occasionally 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>
</tr>
<tr>
<td>Student demonstrates ethical behavior in all professional and graduate student work.</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 occasionally 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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<tr>
<td>Student dresses in an appropriate manner.</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 occasionally 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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<tr>
<td>Student is able to accept supervision.</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 occasionally 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>
</tr>
<tr>
<td>Social Justice</td>
<td>Exceeds Expectations</td>
<td>Meets Expectations</td>
<td>Partially Meets Expectations</td>
<td>Does Not Meet Expectations</td>
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<td>Student respects the diversity of learning styles.</td>
<td>Student demonstrates exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student occasionally 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>
</tr>
<tr>
<td>Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others.</td>
<td>Student demonstrates exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student occasionally 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>
</tr>
<tr>
<td>Student exhibits active listening skills.</td>
<td>Student demonstrates exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student occasionally 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>
</tr>
<tr>
<td>Student uses the framework of social justice in decision making.</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 occasionally 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>
</tr>
<tr>
<td>Inquiry</td>
<td>Exceeds Expectations</td>
<td>Meets Expectations</td>
<td>Partially Meets Expectations</td>
<td>Does Not Meet Expectations</td>
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<td>Student adequately addresses feedback provided on coursework (e.g.,</td>
<td>Student demonstrates exceptional ability to work well with others, lead educational</td>
<td>Student demonstrates an ability to work well with others in a professional setting</td>
<td>Student occasionally demonstrates an ability to work well in a professional setting through</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
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<td>grammar, APA style, content).</td>
<td>initiatives, and show leadership qualities in professional settings</td>
<td>through exhibiting behaviors such as punctuality, meeting deadlines, and being</td>
<td>exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to</td>
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<td>open and responsive to feedback</td>
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<td>Student accurately cites material in academic work ascribing appropriate</td>
<td>Student demonstrates exceptional ability to work well with others, lead educational</td>
<td>Student demonstrates an ability to work well with others in a professional setting</td>
<td>Student occasionally demonstrates an ability to work well in a professional setting through</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
</tr>
<tr>
<td>credit for information conveyed.</td>
<td>initiatives, and show leadership qualities in professional settings</td>
<td>through exhibiting behaviors such as punctuality, meeting deadlines, and being</td>
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</table>
IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the 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.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

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-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link
www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.