Course Description

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 assessment and evaluation 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 and program evaluations, with a specific focus on assessing student learning within student affairs divisions and other programmatic areas of a college or university.

Course Pedagogy (IMPORTANT)

This is a practice-oriented course and as such may be somewhat different from other classes in the past. The foundation of this course is an assessment plan that you will develop throughout the semester using content and materials from this class as well as out-of-classroom consultations with onsite program stakeholders. Although you are not expected to implement the assessment project, the final product should be a feasible and thorough proposal that you could confidently pitch to a current or potential employer.
Collaborative learning will be another critical aspect of this course. You will work with a partner or group on a semester-long project for which you will collectively discern an assessment project, author a project plan, and develop a project plan presentation for program site stakeholders. During this process, you will have opportunities to improve interpersonal work skills and strategies that are realities of many administrative positions in higher education. Formal and informal evaluations and feedback sessions will be used assess individual contributions and open space for thoughtful, constructive, and ongoing feedback to your peers. Furthermore, your group will work with a (or multiple) stakeholder(s) from a co-curricular program in higher education to develop your assessment plan. This will require multiple meetings with the program stakeholder(s) and consultative discussions as you work to understand that area’s assessment needs, context, and desired outcomes or goals.

My responsibility is to facilitate your learning process for this semester-long project. This includes introducing you to the main tenets of assessment design, providing guidance in terms of content, and most importantly, providing feedback on your work-in-progress. I cannot stress the importance of this latter point. This is a learn-by-doing class, and as such, the instructor- and peer-review processes are essential to learning and skill development. We will capitalize on the collective knowledge of our class community to deepen our understanding of assessment in higher education.

Course Expectations

As a student-centered, collaborative course, I see us as a community of scholars who are both teachers and learners at varying stages of development. As such, it is important that I emphasize 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 and for creating experiences that maximize personal and collective learning;
- A classroom space that cultivates and lifts up diverse perspectives through encouragement to share personal and professional insights and to use knowledge from these insights to frame and execute our work in educational assessment;
- An appreciation of and active support for multiple perspectives on knowledge and practice as well as opportunities to apply such understandings to relevant, open-ended, and realistic contexts. Educational assessment is not an objective or neutral practice, so understanding how knowledge is constructed and how various individuals situation themselves in relation to knowledge is essential for successful assessment work.

I expect each of you to take an active role in your learning both inside and outside our virtual 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 course content, write assignments, and engage in discussions with your peers. Failure to participate or complete
activities in a timely, professional manner will likely hinder your achievement of the objectives for this course.

Course Objectives

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

- Describe central assessment concepts such as program effectiveness, program assessment, and formative and summative forms of assessment;
- Explain the assessment cycle and identify key priorities for practitioners related to each component;
- Articulate the benefits of qualitative, quantitative, and mixed-method approaches to co-curricular assessment;
- Construct and identify when to use a range of assessment instruments, including but not limited to surveys and interview/focus group protocols, to analyze and measure climate or student learning and developmental outcomes;
- Know how to design, implement, analyze, and interpret assessment plans for the purpose of improving practice at the program or departmental level;
- Translate findings from assessment plans into practical implications that inform practice, policy, and institutional progress.
LUC CONCEPTUAL FRAMEWORK AND DISPOSITIONS

Conceptual Framework

A conceptual framework that emphasizes “Social Action through Education” 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:

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

Students’ development toward these ends will be evaluated based on the following rubric:

<table>
<thead>
<tr>
<th>Level 1 Does Not Meet Standard</th>
<th>Level 2 Partially Meets Standard</th>
<th>Level 3 Meets Standard</th>
<th>Level 4 Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS2: Candidates apply culturally responsive practices that engage diverse communities.</td>
<td>Demonstrates limited culturally responsive practice related to course content that addresses the needs of diverse communities</td>
<td>Demonstrates adequate culturally responsive practice related to course content that addresses the needs of diverse communities</td>
<td>Exceptional demonstration of culturally responsive practices related to course content that addresses the needs of diverse communities</td>
</tr>
</tbody>
</table>

Ideas Outcomes

The following learning outcomes are considered either essential or important based on the IDEA course rating 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
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Acquiring skills in working with others as a member of a team

At the end of the course you are expected to evaluate your learning experience through the IDEA system. Please follow this link to access the Student IDEA Log In: [http://luc.edu/idea/](http://luc.edu/idea/)
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 A of the syllabus. 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: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

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. In our examination of program evaluation strategies, we will always emphasize the ethics of conducting quantitative and qualitative research. We will also stress the evaluator’s responsibility to engage aspects such as access to technology, religion, gender, class, ability, race and ethnicity, student academic success, funding patterns, among others, that may play an important role in the design and implementation of evaluation research. This course addresses these issues and invites students to critically reflect on them for their own current and future professional practice in higher education.

Additional SOE information and policies are included in a syllabus addendum included as Appendix B of this syllabus.
CLASS RESOURCES, ASSIGNMENTS, AND EVALUATIONS

Email/Sakai

Email will be used as the primary mode of correspondence for this course. As such, it is imperative that you check your Loyola University account often. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected.

Additionally, Sakai will be used as a source of continual updates about course material. You can expect that all emails to the instructor will be responded to within 48 hours (if not sooner), not including weekends.

Given the emphasis on email and Sakai communications, please make sure you:

• **Check your email** at least 3 times per week (more often is better).
• **Be patient.** Don’t expect an immediate response when sending a message. Generally, two business days is considered a reasonable amount of time to receive a reply.
• **Include “subject” headings** and use something that is descriptive and refers to a specific assignment or topic (ex., Question re: Session 3 Reflection).
• **Be courteous** and considerate. Being honest and expressing yourself freely is important, but being considerate of others online is just as important as in the classroom.
• Make every effort to **be clear.** Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
• **Do not use all caps.** This makes the message hard to read and is considered by some as “shouting.” Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and past the message into the discussion or email).
• **Break up large blocks of text** into paragraphs.
• **Use greetings and salutations.** Not only does this clarify to whom you are addressing messages, they are also good standards of email etiquette used in a range of professional settings.

Note: When sending emails through the Sakai system, please make sure you check the “Send a copy of this message to recipient’s email address.”

Course Texts

**Required Text**
In addition to this textbook, I have assigned several required and recommended readings that are available on the Sakai course website. While most readings should be immediately available, I may adapt some of the content for later sessions based on class needs. If this is the case, I'll let you know ahead of time.

Course Assignments

You will be expected to complete the following assignments and activities in the course of the semester:

a. **Participation:** Your participation in all online activities and discussion are critical to your learning in the course. Most weeks you will be required to participate in online activities that will require watching instructional videos, participating in virtual activities via the Forum or VoiceThread, and engaging your peers in discourse. Although I will try to have videos and discussion/activity prompts posted by Saturday, weekly materials and requirements will be posted by 7:00pm CST on Sundays at the latest. Exceptions will be made for holidays.

- For most weeks, your initial weekly contribution will be due on Wednesdays no later than 11:59pm (CST).
- When required, you will then be responsible for responding to at least two of your peers’ original posts no later than Friday by 11:59 PM (CST). To ensure that all students receive peer feedback, *please respond first to a peer who has not received feedback before adding additional responses to those who have.*
- Some exceptions to this schedule will occur during the week when we meet virtually via Skype, when written assignments are due, and during the latter part of the course when the final project is due.

**IMPORTANT:** Your contributions should provide evidence that you have completed the assigned readings and should make every attempt to answer all portions of the virtual activities. While the length of posting will vary depending on the nature of the activity, when written, they should be well-constructed and free of grammatical and spelling errors. Your peer responses should provide thoughtful and engaging insights and introduced with an ethic of care that is not overly critical or dismissive.

b. **Assessment Project Components:** Throughout the semester, each of you will work with a partner or team to complete three parts of a larger assessment project. These assignments are designed to be building blocks that address the various components of an assessment plan and culminate in a final presentation. Thus, this class emphasizes the formative nature of assessment as you learn from peer and instructor feedback to improve your project for the final presentation. Each component should be submitted via the Sakai assignment link on **Sun. Feb. 25, Sun. March 25, and Sun. April 8 by 11:59 PM CST.**
Please use the following format to label each document: <Last name author one> <last name author two> Part 1 ELPS 431 (ex., Correia-Harker Zimmerman Part 1 ELPS 431).

c. **Assessment Project Presentation:** Each group will complete a culminating presentation of your overall assessment project to be submitted on **Wed. April 25 by 11:59 PM CST.** Although specific instructions will be provided, the presentation should reflect the cumulative work you have done throughout the semester and incorporate the feedback presented to you throughout the semester. The presentation should be posted via the VoiceThread.

For this final presentation, I expect it to be comprehensive, professionally prepared, and of the quality that you would feel confident presenting to your employer. For those of you who are working on assessment projects specifically tied to your current position, I would encourage you to consider providing your employer with a copy. For those of you who have the opportunity to implement aspects of your assessment projects (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 project.

d. **Final Reflection Assignment:** Throughout the semester you will be working as part of a team. This is an essential, non-negotiable part of the class structure, meant to closely resemble the collaborative processes you are likely to face in real assessment efforts. This final reflection will provide you space to discuss your contributions to the project, explore how you engaged with the rest of the team, and provide thoughts about your final grade. The Final Reflection Assignment is due on **Wed. May 2 by 11:59 PM CST.**

**NOTE** that if your team experiences difficulties during the semester you are expected to bring those up to my attention as soon as possible. The final reflection is NOT the place to reveal undisclosed problems, but rather to focus on your individual and group learning.

**Grading**

All assignments are due on the dates and times posted in this syllabus. Grading for this class will be determined by the parameters established in the Learning and Grading Contract. This contract will be discussed and negotiated during the first few weeks of class.
COURSE OUTLINE

Session 1 (Jan. 15): Why Assessment Matters & Course Overview

Required Readings:
• Gilbert, 2015
• Hawthorne, 2015
• Henning & Roberts, Chpt. 1

VoiceThread: Due Thurs. Jan. 18 by 11:59pm CST
• Virtual introduction & discussion prompt as well as syllabus questions and contract grading thoughts

Session 2 (Jan. 22): Epistemology, Ethics, & Political Considerations

Required Readings:
• Henning & Roberts, Chpts. 2 & 15
• Kirkhart, 2005
• Timm, Barham, McKinney, & Knerr, 2013 – Chpts. 6 & 7

VoiceThread: Due Wed. Jan. 24 by 11:59 PM CST
Peer Response: Due Fri. Jan. 26 by 11:59 PM CST

Session 3 (Jan. 29): Assessing Co-Curricular Programs & The Assessment Cycle

Required Readings:
• Henning & Roberts, Chpts. 3, 4, & 5
• Timm, Barham, McKinney, & Knerr, 2013 – Intro & Chpt. 1

VoiceThread: Due Wed. Jan. 31 by 11:59 PM CST
Peer Response: Due Fri. Feb. 2 by 11:59 PM CST
Session 4 (Feb. 5): Specifying Program Outcomes and Constructing Program Logic Models

Required Readings:
- Kellogg, 2004
- Timm, Barham, McKinney, & Knerr, 2013 – Chpt. 2
- Cañada College, n.d.

VoiceThread: Due Wed. Feb. 7 by 11:59 PM CST
Peer Response: Due Fri. Feb. 9 by 11:59 PM CST

Session 5 (Feb. 12): Developing and Mapping Goals, Activities/Processes, and Student Outcomes

Required Readings:
- Henning & Roberts, Chpt. 6
- Hall & Ward Hood, 2005

VoiceThread: Due Wed. Feb. 14 by 11:59 PM CST
Peer Response: Due Fri. Feb. 16 by 11:59 PM CST

Session 6 (Feb. 19): Team Consultations

No Readings or Posts Required This Week.
Assessment Project Part 1: Due Sun. Feb. 25 by 11:59 PM CST

Session 7 (Feb. 26): Quantitative Approaches to Assessment

Required Readings:
- Henning & Roberts, Chpt. 7
- University of Wisconsin-Extension, 2015

VoiceThread: Due Wed. Feb. 28 by 11:59 PM CST
Peer Response: Due Fri. March 2 by 11:59 PM CST
Session 8 (March 5): No Class—Spring Break

Session 9 (March 12): Survey Maps and Design

Required Readings:

- Henning & Roberts, Chpt. 8
- Chavez, n.d.
- American University, n.d.
- BrckaLorenz, Zilvinskis, & Haeger, 2014
- Ducharme, n.d.

GROUP ACTIVITY: Due Wed. March 14 by 11:59 PM CST
Peer Response: Due Fri. March 16 by 11:59 PM CST

Session 10 (March 19): Descriptive and Inferential Statistics

Required Readings:

- Henning & Roberts, Chpt. 9

No Discussion Required This Week.
Assessment Project Part 2: Due on Sun. March 25 by 11:59 PM CST

Session 11 (March 26): Qualitative Approaches to Assessment

Required Readings:

- Henning & Roberts, Chpt. 10 (pp. 150-158, stop at Data Analysis)
- Adams, 2010
- Kruger & Casey, 2010

GROUP ACTIVITY: Due Wed. March 28 by 11:59 PM CST
Peer Response: Due Fri. March 30 by 11:59 PM CST
Session 12 (April 2): Qualitative Analytic Techniques

Required Readings:
• Henning & Roberts, Chpt. 10 (pp. 158-168)
• Rogers & Goodrick, 2010

No Posts Required This Week.
Assessment Project Part 3: Due on Sun. April 8 by 11:59 PM CST

Session 13 (April 9): Using Assessment Results and Sustaining Assessment Practices

Required Readings:
• Henning & Roberts, Chpts. 13, 14, & 17

VoiceThread: Due Wed. April 12 by 11:59 PM CST
Peer Response: Due Fri. April 14 by 11:59 PM CST

Session 14 (April 16): IRB, Accreditation, & Professional Standards

Required Readings:
• TBD

VoiceThread: Due Wed. April 18 by 11:59 PM CST
Peer Response: Due Fri. April 20 by 11:59 PM CST

Session 15 (April 23): Project Presentations

Final Project Presentations: Due Wed. April 25 by 11:59PM CST
Presentation Response Questions: Due Sat. April 28 by 11:59PM CST
Question Responses: Due Mon. April 30 by 11:59PM CST
Final Reflection Assignment: Due Wed. May 2 by 11:59 PM CST
<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></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>
</tr>
<tr>
<td>Student attends class and is punctual for all professional obligations.</td>
<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 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>
</tr>
<tr>
<td>Student communicates promptly with faculty, supervisors, employers, and peers</td>
<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 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>
</tr>
<tr>
<td>(no longer than 2 business days).</td>
<td></td>
<td></td>
<td></td>
<td></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></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>
</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>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------</td>
<td>--------------------</td>
<td>-------------------------------</td>
<td>-----------------------------</td>
</tr>
<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>
</tr>
<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>
</tr>
<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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Justice</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 is sensitive to cultural differences.</td>
<td>Student exhibits exemplary understanding and practice reflecting</td>
<td>Student believes and demonstrates in practice that all students, regardless</td>
<td>Student occasionally believes and demonstrates in practice that all students, regardless</td>
<td>Student fails to understand and/or demonstrate in practice that all students, regardless</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>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Student respects the diversity of learning styles.</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>Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others.</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>Student exhibits active listening skills.</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 demonstrate professional behavior in the academic or work setting</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 demonstrate professional behavior in the academic or work setting</td>
</tr>
<tr>
<td></td>
<td>initiatives, and show leadership qualities in professional settings</td>
<td>behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>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>--------------------------</td>
<td>---------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Student accurately cites material in academic work ascribing appropriate credit for information conveyed.</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></td>
</tr>
</tbody>
</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/](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](http://luc.edu/idea/).

Syllabus Addendum Link

- [www.luc.edu/education/syllabus-addendum/](http://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.**