LOYOLA UNIVERSITY CHICAGO

ELPS 435: ENROLLMENT MANAGEMENT IN HIGHER EDUCATION

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Location: Corboy Law Center Room 301
Time: 7:00-9:30 pm on Tuesdays

COURSE DESCRIPTION:

Changing demographics, growing concerns about affordability and the ability to pay for postsecondary education, escalating competition and the ongoing "arms race" among postsecondary institutions, and increasing disparities in access to and attainment of postsecondary education converge upon a complicated and worrisome picture of American higher education in the twenty-first century. While there are myriad stakeholders who lay claim to each of these issues, the enrollment manager is often the central figure charged with understanding and articulating the policies, practices, and tradeoffs necessary to achieve an institution’s objectives around access, enrollment, and retention. This course is designed to provide students with a holistic understanding of the enrollment management profession, beginning with an understanding of the factors that shape student’s college choice decisions and extending into the realms of marketing, admissions, financial aid, tuition planning, and retention. In approaching each of these critical areas, the course will focus on theory, policy, and practice through a variety of readings, classroom exercises and discussions, and guest speakers. Overlaying each of the class sessions will be a critical emphasis on understanding why enrollment disparities across race and socioeconomic status continue to characterize our higher education system, and how we might envision a more just society through the development of policies and practices that confront the continued reproduction of social inequality in the American educational system.

COURSE OBJECTIVES:

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

- Identify the salient policy issues concerning access and opportunity in American higher education;
- Critically evaluate and articulate theories of college choice, with an understanding and appreciation of the role of human, social, cultural, and other forms of capital in formulating college aspirations and decisions to attend a postsecondary institution;
Understand the importance of the high school context in situating college choice behaviors and postsecondary success;

Recognize the saliency of demographic changes in American society and how they influence decisions about marketing and recruitment in higher education;

Develop an appreciation of the “arms race” in higher education, one’s market position within the “food chain” of postsecondary institutions, and the important tradeoffs and considerations associated with institutional objectives around access, prestige, revenue, and growth;

Identify the critical stages of the admissions process and ongoing debates around the use of standardized testing and affirmative action policies;

Understand the role of financial aid leveraging in building a class, ongoing debates over merit versus need-based aid policies, and the inherent challenges in using the current federal methodology to determine levels of effort and financial need;

Be aware of the current and historical roles of state and federal governments in funding higher education opportunity, as well as the origins and reasons behind the current “cost disease” in higher education;

Identify the theoretical models used to frame retention and the various policies and practices used to ameliorate retention and completion rates in higher education

IDEA OBJECTIVES:

The following objectives from the IDEA evaluation form will be used for this course:

- Learning fundamental principles, generalizations, or theories
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning to analyze and critically evaluate ideas, arguments, and points of view

Please use the Student IDEA Login (http://luc.edu/idea/) to access the IDEA Campus Labs website to complete your end of the course evaluation.
CONCEPTUAL FRAMEWORK:

A conceptual framework that emphasizes “Social Action through Education” guides instructional, extracurricular, and professional activities at Loyola’s School of Education (see www.luc.edu/education/mission/ for more information). The Loyola School of Education faculty are dedicated to promoting social action through education 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 addressing the following questions:

- What are the patterns of postsecondary enrollment and attainment across various demographic segments? In what ways has society narrowed and/or increased access and opportunity to postsecondary education across these various segments?
- Who or what is culpable for the escalating cost of a college degree? In what ways has society abandoned the social contract for educational opportunity and the promise of Johnson’s Great Society in providing affordable access to postsecondary education for all students?
- What role should federal and state governments play in providing affordable educational alternatives? Has the movement toward more meritorious forms of aid lost sight of the affordability issues plaguing those in the lowest socioeconomic quartiles?
- How has the increasingly competitive playing field in higher education fostered an arms race in which there are no winners? Should colleges and universities be spending millions of dollars on consumer advertising and marketing or is the money better spent elsewhere?
- Given the disparities in performance on standardized tests, should we still use these metrics as the foremost standards of admissibility in higher education?
- In what ways does K-12 education predetermine one's educational plans? How and in what ways can we create collaborative partnerships across the educational divide to ensure success for all students? What role does higher education play in addressing the resource deficiencies found in many of the lowest performing high schools?
- Are enrollment managers responsible for the pursuit of prestige over issues of affordability and diversity? Who do we hold responsible for the widening disparities in postsecondary enrollment among those who hold the least amount of wealth in American society?
DIVERSITY:

Loyola’s School of Education is committed to the value of diversity and the myriad perspectives, backgrounds, and experiences students bring to the classroom. This course presents and encourages diverse perspectives on issues related to enrollment management and postsecondary access and opportunity in higher education, with attention to how current practices and policies can serve to reproduce or eradicate social inequalities present in our current higher education system.

LIVETEXT DISPOSITIONS:

All students in the course will be assessed across the following dispositional areas: professionalism, inquiry, and social justice. The rubric can be found on Livetext and will be assessed at the end of the semester (see LiveText for more information about using LiveText).

COURSE PEDAGOGY:

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

- Shared responsibility among all learners (both teachers and students) for constructing and making sense of knowledge within a community of practice;

- Students active involvement in all phases of the learning process, with a special emphasis on “thinking aloud” in class;

- An appreciation of and support for multiple perspectives on knowledge and practice as well as opportunities to apply such understandings to relevant, open-ended, and realistic contexts;
An emphasis on the critical role that peers play in the learning process, especially as it relates to helping one another decode, make meaning, and promote understanding of the subject.

COURSE EXPECTATIONS:

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

REQUIRED TEXTS (Available at the Loyola University Bookstore)


RECOMMENDED TEXTS (For those of you interested in additional books used to inform this course):


In addition to these texts, I have assigned several required and recommended readings that are available on the Sakai course website. Students should also regularly review *The Chronicle of Higher Education* and *Inside Higher Education* such that informed discussions about relevant articles can occur in class.

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

- *Journal of College Student Retention*
- *Journal of College Admission*
- *Journal of Student Financial Aid*
- *Journal of College Student Development*
- *Journal of Higher Education*
- *Review of Higher Education*
- *Research in Higher Education*
TEACHING MATERIALS:

- Course readings
- Lectures incorporating reflective questioning and interactive activities
- Small and large group discussions
- Guest speakers
- Written assignments designed to integrate, synthesize, and analyze the various lessons learned from readings, lectures, class discussion, and exercises.

COURSE ASSIGNMENTS:

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

1. **Participation (15 points):** This class is largely dependent on your presence in class, including your participation and engagement in class discussions, exercises, and other planned activities.

2. **College Choice Paper: Part 1 (20 points):** For this assignment, each student should prepare a written reflection focused on your first college choice process at the time you selected an undergraduate school to attend. Please use the questions contained in Appendix A as a guideline in developing your reflective paper. The paper should not exceed five pages and should be written in narrative form. All papers are due on **January 30th** at the beginning of class. Assignments should be submitted via the assignment tab in Sakai.

3. **College Choice Paper: Part 2 (30 points):** For this assignment, students should analyze their written reflections using the various theories and frameworks we discussed in class and contained in class readings. In doing so, you should critically evaluate how well the different theories and frameworks relate to your college choice experience, highlighting which aspects seem to offer pertinent explanations that resonate with your college choice process and which aspects seem to fall short in their explanatory value. As each of your college choice experiences are unique to your own personal background and prior educational experiences, you will not necessarily be drawn to the same theories and frameworks as your classmates. Please make sure you reference and define the different theories and frameworks you are using, and remember that you do not need to touch upon every theory or framework we discussed in class. You may, for instance, choose to focus on one theory or framework that holds relevance, or you may find value in examining several theories and frameworks that hold value in your college choice story. This is largely an application exercise, and given you have provided the context of your
college choice story in part 1, you do not need to reiterate the story in this paper, although you may reference aspects of your story as needed to provide context for your analysis. The paper should not exceed five pages and should be written in narrative form. All papers are due on February 20th at the beginning of class. Assignments should be submitted via the assignment tab in Sakai.

4. Case Study Analysis (35 points): The final assignment for this class will be a case study analysis in which you will be asked to respond to a series of question prompts based on a written case study. This assignment will be cumulative in nature and allow you to apply the various concepts covered in the course in your response to the case. There is not one "right" approach to analyzing the case; rather, you will have the opportunity to reflect on our class readings, discussions, and materials and use this knowledge in formulating your response to the case. Your response should be written in narrative form, use references where appropriate, and be no longer than five written pages. The case along with additional instructions will be provided during Session 13 (April 10th and will be due on April 24th at the beginning of class. Assignments should be submitted via the assignment tab in Sakai.

EVALUATION PROCEDURES:

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

Evaluation Criteria:

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

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

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

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

Due Dates and Policy on Lateness and Absences

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

GRADING:

1. Class Participation: 15 points
2. College Choice Paper: Part 1 20 Points
3. College Choice Paper: Part 2 30 points
4. Case Study Analysis 35 Points

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

COURSE OUTLINE:

Session 1 (Jan. 16): Overview of Course on Enrollment Management

Tonight, each of you will have an opportunity to introduce yourselves to one another. We will also spend a portion of class time reviewing the course syllabus, my expectations for the course, and I will entertain any questions you might have.
concerning the course structure, nature of the materials presented, and/or course assignments. We will also discuss the readings below as we examine the origins, functions, contexts, and organizational aspects of successful strategic enrollment management offices.

**Required Readings:**

- Hossler & Bontrager (2015), Chpts 1-3
- Hoover (2016)

**Recommended Readings:**

- Quirk (2005)

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### Session 2 (Jan. 23): Theoretical Models of College Choice: Part 1

Tonight, we begin our enrollment management journey by exploring an overarching framework of college choice and patterns of educational inequality throughout each stage of this process.

**Required Readings:**

- Bergerson (2009), Chpt. 1, 2, and 3 (21-36)
- Hossler & Bontrager (2015), Chpt. 4 (pp 49-55)
- Sacks (2007), pp. 11-60

**Recommended Readings:**

- Engberg (2012)
- Kalsbeek (2005)
- Perna & Jones (2013), Chpt. 2

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### Session 3 (Jan. 30): Theoretical Models of College Choice: Part 2

Tonight, we examine additional college choice frameworks in the post-Hossler and Gallagher era that provide an interdisciplinary and anti-deficit perspective on the college choice process. Additionally, we will examine the college choice process across different historically underrepresented groups. We will also discuss the Turning the Tide: Inspiring Concern for Others and the Common Good through College Admission, a report which intends to “level the playing field for economically disadvantaged students.”
Required Readings:

- Bergerson (2009), Chpts. 3 (36-46), 4 & 5
- Hossler & Bontrager (2015), Chpt. 4 (pp 55-66)
- Yosso (2005)
- Turning the Tide (2016)

Recommended Readings:

- Cabrera & LaNasa (2001)
- Dika & Singh (2002)
- Engberg & Allen (2011)
- Engberg & Wolniak (2010)
- Perez & McDonough (2009)
- Perna (2006)
- Perna & Titus (2005)
- Person & Rosenbaum (2006)
- Saenz & Ponjuan (2009)

***College Choice Paper Part 1 due at the beginning of class

Session 4 (Feb. 6): Understanding the Roles of High Schools: Structures, Environments, and Resources

Tonight, we explore the notion that to understand human behavior we need to situate such behavior within a particular social context. Thus, we begin an exploration of the ways in which institutional structures, such as high schools, moderate and shape students’ college choice behaviors. In addition, we bridge our understanding of American high schools and postsecondary opportunities by examining the ways in which federal, state, and institutional policies have addressed this critical educational nexus. The session concludes with an overview of college choice process for undocumented students.

Required Readings:

- Engberg & Gilbert (2014)
- Chang (2016) or Gonzalez (2009)
- Jaschik (2017)
- Perna, Rowan-Kenyon, Thomas, & Bell (2008)
- Sacks (2007), pp. 63-107
Recommended Readings:

- Chavez et al. (2007)
- Gildersleeve (2010)
- Hill (2008)
- Hill (2011)
- McDonough (1997), chpt. 4
- Wolniak & Engberg (2007)

Session 5 (Feb. 13): Understanding the Competitive Playing Field: The Role of Marketing and Recruitment in Building a Class

Tonight, we will explore how marketing and recruitment strategies are used in building an enrollment funnel for a college or university. We will explore the ways in which one's market position defines the competitive playing field and the tradeoffs associated with the pursuit of prestige. We will also highlight the important role of demography in understanding the dynamic landscape of postsecondary education.

Required Readings:

- Hartley & Morphew (2008)
- Hossler & Bontrager (2015), Chpts. 5 and 6
- Sacks (2007), pp. 130-158

Recommended Readings:

- Carnevale & Fry (2002)

***Please come to class having examined at least one college or university viewbook (most are available on line). As you examine the piece, ask yourself who is the identifiable “target audience”, how is the institutional “product” described, in what ways has the institution positioned themselves as “unique” and different from similar institutions, how are the issues of affordability and accessibility addressed in the document, and what is your overall critique of the piece.
Tonight, we will focus much of our discussion on better understanding the admissions process in higher education, with an emphasis on the various stages, policies, and programs that highlight the issues and milestones in the admissions cycle. We will use a combination of stories and data to discover the philosophical questions that underlie the admissions process and the national trends that exist across a range of institutional types.

**Required Readings:**

- Golden (2006), Introduction and chpt. 1, 2, and 10
- Hossler & Bontrager (2015), Chpt. 8
- NACAC 2017 State of College Admissions (please bring a copy to class)

**Recommended Readings:**

- Wells, Wolniak, Engberg, & Manly (2016)
- Wolniak, Wells, Engberg, & Manly (2016)

**Guest Speaker:** Derek Brinkley, Senior Director of Undergraduate Admissions and Recruitment, Columbia College Chicago

***College Choice Paper Part 2 due at the beginning of class***

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**Session 7 (Feb. 27): Affirmative Action in College Admissions**

Tonight, we will explore the ongoing debate about which criteria should be used to determine admissibility in higher education. In addition to discussing the use of affirmative action in college admissions, we will also discuss the role of cognitive and non-cognitive factors as well as legacy influences in shaping admission decisions.

**Required Readings:**

- Garces & Jayakumar (2014)
- Coleman & Taylor (2014)
- Golden (2007) Chpts. 4, 7 & 8
- Greytak (2014)
- Hartocollis & Saul (2017)
- U.S. Department of Education – Harvard (2015) – you can just scan this
Please scan the following Amicus Curiae Briefs and SCOTUS Syllabus for the Fisher v. University of Texas affirmative action case:

- 823 Social Scientists (in favor of defendant)
- Cato Institute (in favor of plaintiff)
- SCOTUS Syllabus – Fisher II

**Recommended Readings:**

- Alon & Tienda (2007)
- Engberg & Hurtado (2011)
- Espenshade & Radford (2009), Chpt. 9
- Gurin, Dey, Hurtado, & Gurin (2002)

### Session 8 (March 6): Spring Break

### Session 9 (March 13): Standardized Testing

Tonight, we will explore the topic of standardized testing (SAT and ACT) and its historical and current uses in college admissions, particularly for selective college admissions. We discuss the advantages and disadvantages of using standardized tests in college admissions and also examine alternatives.

**Required Readings:**

- Burd (2016)
- College Board Research Report (2008), Part I and Part II
- Sedlacek (2011)
- Teen Life (2016)
- Walpole et al. (2005)

**Recommended Readings:**


***Please come to class familiar with FairTest and the information contained in the College Admissions section of its website [https://www.fairtest.org/].
Guest speakers: Chris Ellertson, Vice President for Enrollment, Lake Forest College

Session 10 (March 20): The Role of the Financial Aid Officer

Tonight, we begin to examine the issue of ability to pay for higher education and the myriad strategies used to provide financial relief to individuals and families. We will examine the role of federal and state governments as well as institutions in funding higher education as well as the current methodology used to determine a family's level of effort.

Required Readings:

- Hossler & Bontrager (2015), Chpts. 9, 10, and 11
- Sacks (2007), pp. 175-192

Recommended Readings:

- Hossler (2000)
- Perna (2010)
- Tierney & Venegas (2009)
- Tierney et al. (2007)

Guest Speaker: Mr. Jerry Cebrzynski, Associate Vice President for Financial Aid, Lake Forest College

Session 11 (March 27): Merit Aid

Tonight, we will explore the topic of merit aid, particularly its reoccurring use in college admissions and the pressures this has placed on colleges to move away from need-based aid strategies. We will discuss the primary benefits of using merit aid strategies in relation to the individual (both financially and psychologically), the institution, and perhaps the larger society. We will also discuss the “costs” or disadvantages in adopting merit-based strategies in the allocation of financial aid.

Required Readings:

- Cornwell, Mustard, & Sridhar (2006)
- McBain (2011)
- NCES (2012)
- Sacks (2007) pp. 159-174
- Selingo (2014)
Supiano (2013)

**Recommended Readings:**

- Burd (2016)

**Guest Speaker: Mr. Jon Boeckenstedt, Associate Vice President for Enrollment Management and Marketing, DePaul University**

**Session 12 (April 3rd): The Cost Disease in American Higher Education**

Tonight, we will be discussing issues of affordability in higher education and why the cost of attending many postsecondary institutions has become so far-reaching. We will examine theories about why college costs have consistently outpaced many other consumer goods and the implications for rising costs, particularly among low-SES families. We will also examine the practice of financial leveraging and predictive modeling used in many institutions to simulate and determine financial aid policies.

**Required Readings:**

- Bowen (2012, pp. 1-16)
- Ehrenberg (2002), Chpt. 1
- Heller (2011), Chpt. 2
- Hossler & Bontrager (2015), Chpt. 12

**Recommended Readings:**

- DesJardins (2006)
- Fitzgerald (2004)
- Haycock (2006)

**Guest Speaker: Andrea Gilbert, Vice President, Ruffalo Noel Levitz**

**Session 13 (April 10): Fostering Student Success: Understanding Summer Melt and Student Departure**

Tonight, we begin our focus on understanding the role of enrollment management in facilitating student success post-matriculation. We begin with an examination of theoretical frameworks to understand student matriculation,
retention, and persistence for different populations and highlight the role of the institution in increasing college student persistence.

Required Readings:

- Castleman, Page, & Schooley (2013)
- Hossler & Bontrager (2015), Chpts. 14, 15, 16, and 18

Recommended Readings:

- Castleman, Page, & Snowden (2014)
- Hossler & Bontrager (2015), Chpt. 17
- Paulsen & St. John (2002)
- St. John (2000)
- Titus (2006)

**Session 14 (April 17): The Future of Strategic Enrollment Management: Planning, trends, and ethical considerations**

Tonight, we consider the various functional areas that fall under Enrollment Management and how higher education can effectively plan for a future that is mired by increasing costs, legislative battles, and ethical issues.

Required Readings:

- Hossler & Bontrager (2015), Chpt. 27, 28, 29, and 30
- Sacks (2007), pp. 277-317

**Session 15 (April 24): And in the End, the Class You Take is Equal to the Policies You Make**

Tonight, we wrap up by reflecting on the materials and issues covered throughout the semester as well as a discussion of how you approached your final assignment related to student success.

Required Readings:

- Hossler & Kalsbeek (2013)

**Guest Speaker: Raymond Kennelly**, Senior Vice President for Enrollment Management, Marketing and Planning, Lewis University
***Case Study Analysis is due at the beginning of class
Appendix A

The following questions are offered as suggestions and guidelines for completing your first assignment. These questions are meant to stimulate ideas and should not be addressed question by question in your narrative.

Predisposition Stage:

1. Do you remember when you first thought that you would be going to college after high school? When was this (what year in school)?
2. Was the idea to go on to college primarily your own decision or did others influence you? If so, who else influenced you?
3. Has anyone in your family ever attended college in the past?
4. Do you have close friends in school who are planning to attend college?
5. Was there ever any doubt in your mind that you would attend college right after high school? Why or why not?

Search Stage:

1. In what semester and year did you first seriously start collecting/receiving information about possible colleges to attend?
2. What types of information did you collect/receive about these colleges? Did you use social media? If so, what types of social media did you use?
3. When considering institutions, what college characteristics were the most important to you? Why?
4. Did you personally place any limits on your search process (geography, costs, public/private, large/small, urban/rural, academic programs, other, etc.)?
5. How did you assess the quality of the institutions that you considered?
6. How helpful (or not) were the following: parents, high school peers, high school teachers, high school counselors, siblings, others?
7. In what semester and year did you stop collecting information about colleges? Why?

Choice Stage (initial):

1. How many colleges did you actually apply to? When did you file these applications?
2. Did you have a first and second choice? Why were these institutions at the top of your list?
3. Did you visit any campuses before or after applying? Did you attend an admitted student day at any of the schools you were admitted to? How influential were your campus visits?
4. Did you decide which schools to apply to or was this decision made jointly with your parents?
5. When did you make your final decision about which college to attend? How did you make that decision? What or who was most influential in helping you make that decision?

Choice Stage (persistence):

In addition to some of the above questions, the following questions may also inform your narrative:

1. How satisfied were you with your undergraduate experience?
2. Do you feel that the promotional material sent out to you prior to enrolling (plus information given to you at your high school, at college fairs, on websites or social media, and/or during campus visits) was accurate?
3. If you could go back and redo your college search process, would you make any changes? Why or why not?
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.