

**Educational Evaluation**  
**CIEP 496**  
**Summer 2021**  
**T, TH 6:00-9:15 PM**  
**CLC 211**

**Instructor: David Ensminger, PhD**

[densmin@luc.edu](mailto:densmin@luc.edu)

820 N. Michigan Ave.

Lewis Tower #1126

Office Hours Zoom: by appt

Responsiveness: I will make every attempt to respond to mails within 24 hours, excluding weekends (Friday 5:00 PM – Monday 8:00 AM)

**School of Education Commitment - COVID-19:** Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into Summer - 2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of [\*Cura Personalis\*](#), or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

**KEY COVID-19 Resources for your Spring – 2021 Return**

[RETURN to CAMPUS Checklist](#)

[RETURN to CAMPUS Guidance](#)

[Required Personal Safety Practices](#)

## Course Overview

### Course Description

This course provides students with an overview of program evaluation, particularly as it relates to the field of education. Throughout the course, students will be able to *practice* program evaluation. An assumption of this course is that “the pursuit of professional practice in evaluation requires developing a life of the mind for practice” (Schwandt, 2015, p. 143). Evaluation practices include considering the ethical issues surrounding the role of the evaluator, understanding the social and political dynamics of an evaluation context, determining which evaluation approach to use in a given context, identifying the various roles of the evaluator, developing an evaluation plan, generating and collecting data, valuing and making value judgments, and facilitating use of the evaluation.

### Course Expectations

As this is a graduate level course, I perceive each of you as learners, professionals and scholars. As such, I expect that you view yourself in the same manner. You have chosen to be here and therefore are responsible for our own behavior, learning, and success. However, as a group we make up a class and as such are a professional and scholarly community. In order to succeed as individuals and as a group we must be willing to accept personal responsibility for our own learning, while activity supporting the learning process in order to contribute to others in the group.

The goals of the course are that students will be able to:

1. Understand the foundations of program evaluation practice (Conceptual Framework 1)
2. Identify, read, and meta-evaluate program evaluation reports (Conceptual Framework 1),
3. Understand culturally responsive evaluation practices (Conceptual Framework 2)
4. Understand the ethical, political, and social aspects of program evaluation practice (Conceptual Framework 3).
5. Carry out an aspect of evaluation practice, including working with stakeholders, identifying the evaluation purpose(s) and question(s), and designing the evaluation and data collection tools (Conceptual Framework 4)

As indicated, the goals of this course align with the Loyola University Chicago School of Education Conceptual Framework. Please see <http://luc.edu/education/syllabus-addendum/> for a complete description of the Conceptual Framework. School of Education students submit selected assignments aligned to the conceptual framework via LiveText, as indicated in the assignment description <http://luc.edu/education/admission/tuition/course-management-fee/>

### Required Texts

Mertens, D. M., & Wilson, A. T. (2018). *Program evaluation theory and practice*. Guilford Publications. ISBN-13: 978-1462532759

Additional readings will be posted on Sakai.

### Recommended Texts

[Alkin, M. C., & Vo, A. T. \(2017\). \*Evaluation essentials: From A to Z\*. 2<sup>nd</sup> Ed. Guilford Publications. ISBN: 1462532438](#)

\*Please note: This text is available as an ebook in the LUC library.

### Additional Readings

[Abma, T. & Widdershoven, G. \(2008\). Evaluation and/as social relation. \*Evaluation\*, 14\(2\), 209—225.](#)

[Dhillon, L., & Vaca, S. \(2018\). Refining theories of change. \*Journal of Multidisciplinary Evaluation\*, 14\(30\).](#)

[http://journals.sfu.ca/jmde/index.php/jmde\\_1/article/view/496/444](http://journals.sfu.ca/jmde/index.php/jmde_1/article/view/496/444)

[Fitzpatrick, J. L., Sanders, J. R., Worthen, B. R., & Worthen, B. R. \(2004\). \*Program evaluation: Alternative approaches and practical guidelines\*. Upper Saddle River, N.J: Pearson Education. Selection of Ch. 10: Clarifying the Evaluation Request and Responsibilities. pp. 260-271.](#)

[Russ-Eft, D. & Preskill, H. \(2009\). \*Evaluation in organizations\* \(2<sup>nd</sup> Ed\). New York, NY: Basic Books. Ch. 14 Communicating and reporting evaluation activities and findings \(pp. 399—440\)](#)

### Grading

<u>Scale</u>		<u>Assignments</u>	<u>Points</u>
94-100%	A	Case Scenario Discussions	10
90-93%	A-	Evaluation Report Paper	10
86-89%	B+	Formative Assignments	20
83-85%	B	Final Evaluation Project	60
80-82%	B-	Presentation	10
Below 80	C	Critical Reflection on Final Project	10
		Class participation	10
		<b>TOTAL</b>	<b>130</b>

Dispositions and Class participation is based on the rubric, which is included at the end of the syllabus. Points for class participation will be allocated for professionalism, inquiry, and social justice. These dispositions also align with the American Evaluation Association Guiding Principles for professional evaluators.

Late assignments: I strongly discourage turning in assignments after the due date. Given how assignments build on one another in the course, turning in assignments late will hinder progress in the course. I will accept late assignments and do not reduce points for late assignments, but I will provide less feedback and will not as rapidly return your graded assignment to you. If you know in advance that you will be gone when an assignment is due, please plan ahead and submit it early. If you have an unexpected personal circumstance, please talk to me about your concerns with completing course obligation.

## Assignment Descriptions and Class Participation

Please submit all assignments electronically via Sakai. I will repost your assignments with grades and comments in Sakai. If you have difficulties uploading the file, then please email it to me at [densmin@luc.edu](mailto:densmin@luc.edu)

### Class Participation (10 points)

Class participation is based on attendance, completing reading assignments **prior to class**, **preparing responses to questions for each case reading**, bringing questions to class for discussion, meeting timelines of submitting assignments, and contributions to group discussion and small group activities.

- **Meaningful contributions to discussions and activities include insightful comments, relevant examples, thought-provoking questions, and appropriate responses to the comments/questions of others and providing constructive critical feedback on peers' work.**

### Case Scenario Discussions (10 points)

Most weeks in the course we will be working with a case of an evaluation project. We will use these cases to apply concepts we are learning in the course, provide opportunities to simulate evaluation practice, and discuss ethical issues in relation to evaluation practice. To engage in these exercises, you will need to read the case prior to class and answer a set of questions in preparation for discussion. I will also ask you to either 1) provide a brief forum post about the case prior to class with responses, OR 2) contribute to a small group response to share with the whole class through an in-class activity. Cases and questions will be posted in Sakai.

### Evaluation Report Paper (10 points)

Locate an evaluation report in your own area of interest. You may want to refer to the list of evaluation organizations in Sakai, which often post reports on their websites.

Write a 2—3-page paper regarding the evaluation report. Your paper should focus on characterizing the evaluation report in relation to course readings and discussions during the first three classes of the course.

Your paper will be graded on the following:

- Extent to which the paper summarizes the report in relation to course readings and discussions (5 points);
- Extent to which the paper integrates what you are learning from course readings to analyze the evaluation report (3 points).
- Well organized and developed narrative, proper spelling and grammar using proper APA citation (2pt)

### Sources for Evaluation Studies/Reports

Examples of Evaluation Organizations

- American Institutes for Research <https://www.air.org/search/site/resource-type/report-19>
- Abt Associates <https://www.abtassociates.com/projects>
- Mathematica
- WestEd
- RAND Corporation
- SRI International
- Education Matters
- McREL

Examples of Foundations and other non-government organizations

- McCormick Foundation <https://www.mccormickfoundation.org/research-reports>
- Resources for the Future (environmental; more economic reports) <https://www.rff.org/topics>
- The Urban Institute (their housing policy work; they do other social policy) <https://housingmatters.urban.org/research>

Examples of Government Organizations

- U.S. Government Accounting Office <https://www.gao.gov/reports-testimonies/>
- U.S. Department of Education <https://www2.ed.gov/about/offices/list/opepd/ppss/reports.html>
- U.S. Dept. of Housing and Urban Development <https://www.huduser.gov/portal/research/eval.html>
- United Nations <http://www.uneval.org/evaluation/reports>

Examples of Local Organizations

- City of Chicago [https://www.cityofchicago.org/city/en/general/search\\_results.html?keyword=Evaluation+report&Go=Search](https://www.cityofchicago.org/city/en/general/search_results.html?keyword=Evaluation+report&Go=Search)
- The Metropolitan Planning Council (Chicago) <https://www.metroplanning.org/work/project/39>

Examples of Academic Centers

- UCLA National Center for Research on Evaluation, Standards, and Student Testing [http://cresst.org/publications/?sft\\_publicationscategories=evaluation](http://cresst.org/publications/?sft_publicationscategories=evaluation)
- University of Chicago Consortium on School Research <http://consortium.uchicago.edu/publications>
- Chapin Hall at U of Chicago <https://www.chapinhall.org/our-work/>

### **Final Evaluation Project (60 points)\***

Individually or in a group, you will engage in multiple (but likely not all) steps of planning and/or carrying out an evaluation. I encourage you to choose a program that supports your interests and career trajectory. For example, you may be familiar with a program or policy through your workplace or a research team. You may also reach out to stakeholders working in your area of interest. Many organizations would greatly appreciate your services, and these volunteer opportunities can lead to beneficial career connections for the future. You may also have colleagues in the course that have connections to projects that are of interest to you, and beyond the scope of what they can work on individually during the semester.

Based on an adapted checklist from the Alkin and Vo text, you need to engage creatively and substantively in selected tasks in an evaluation. Your final project for the course will be an Evaluation Plan developed in collaboration with stakeholders involving tasks 1—7.

- 1. Identifying and working with stakeholders**
- 2. Gaining understanding of the organizational/social/political context and Identifying Purpose of Evaluation**
- 3. Describing and understanding the program**
- 4. Developing initial evaluation questions**
- 5. Considering possible instrumentation**
- 6. Determining evaluable questions**
- 7. Finalizing the Evaluation Plan, including:**
  - **Evaluation Design, Data Collection procedures and Tools**
  - **Data Sources/Populations and Sampling,**
  - **Data Analysis, Interpretation, and Determining Merit and worth,**
  - **Communication plan and management plan**
8. Managing the Evaluation, including Collecting Data
9. Analyzing Data
10. Interpreting Data and Answering Evaluation Questions
11. Reporting Evaluation Results and Helping Stakeholders to Use the Results

Please note that accommodations to these requirements can be made based on the particular circumstances of your project. Please connect with Dr. Ensminger to discuss further.

### **FORMATIVE ASSIGNMENTS**

#### **Related Assignments:**

This course will include a set of formative assignments that will guide your work on developing your final evaluation project (Evaluation Plan). These assignments are designed for two main purposes to practice skills and use knowledge we will be learning in class, and to provide you with formative feedback on some components of the final project.

### **Proposal for Final Project (5 points)**

Propose how you would like to fulfill the final project requirements. If you will be involved in a group project, then you only need to provide one submission for the group. To do so, complete the information form, which will ask for the following information:

- Will you complete the evaluation project individually or in a group? If in a group, who will be the group members?
- What program or policy will you evaluate? Provide a 300 word description based on your current knowledge.
- Who are the key stakeholders?
- What contact have you already had with stakeholders? What contact might you have during the course of the semester?
- Using the reading from Fitzpatrick, Sanders, and Worthen and based on your current knowledge of the program, why is this program ready for evaluation at this time?
- Will you produce an evaluation plan or an evaluation report for this class?
  - If you choose an evaluation plan, why do you think this will be beneficial for the organization? Will they have capacity to implement the plan?
  - If you choose the final evaluation report, what resources do you have available to help you address tasks 1 through 5 (e.g., existing evaluation reports, program logic models)?

If you have multiple options for projects, please connect with me to help decide the most appropriate project at this time.

### **Meeting with Stakeholders (5 points)**

Meet with at least one stakeholder to learn about the program or policy and the information needs of stakeholders. Also, access as much background information as possible, such as from websites, brochures, presentations, etc.

For this assignment, submit what you prepared for the meeting (e.g., notes with background information, questions to discuss, agenda items), and notes from the meeting that demonstrate what you learned from the interaction and what additional questions you may have.

Also, provide a reflection after the meeting that addresses the following questions:

- Using the reading from Fitzpatrick, Sanders, and Worthen and based on your current knowledge of the program, why is this program ready for evaluation at this time?
- Based on the meeting, how would you begin to describe the program or policy?
- What are some possible evaluation questions of interest to this stakeholder (and possibly other stakeholders)?
- Drawing from the AEA guiding principles and/or the statement on cultural competence, critically reflect on your meeting in 1-2 pages. What went well? What might you do differently? What are appropriate next steps?

### **Program/Context Description and Evaluation Questions Draft (5 points)**

For the program you are evaluating, write a description of the program. This description may include the program goals, program activities, key stakeholders, program context, program theory or logic model, and so on. As you write the description, consider which key stakeholders will be the audience for the evaluation. Write the program description with this audience in mind. You are welcome to

include tables and figures as appropriate, in addition to text. Next, given the description of the program and the key stakeholders, develop 1-5 initial evaluation questions that will guide your evaluation.

### **Evaluation Plan Draft (5 points)**

Utilizing the template provided in Sakai, complete the evaluation plan table for your evaluation. This assignment builds upon any feedback provided previously. It includes your evaluation question(s), indicators, sampling, evaluation methods, data sources, data collection, and analysis. Be sure to use concise, direct language and consistent easy to follow formatting, including effective use of merging rows and columns to assure understanding. Be sure to attach all data collection tools that you intend to use, and a management plan that details the remaining activities and who is responsible for them. You may want to reference the file “Evaluation Plan Table Sample” as an example. I will provide formative feedback on this assignment.

### **Project Presentation (10 Points)**

Prepare a 15-minute presentation about your project. This presentation is an opportunity to share with the class your “case” and how you approached developing your evaluation plan. In a final slide, integrate a learning experience that you had in relation to the core areas discussed in the course. Please prepare a PowerPoint presentation to support your presentation, as relevant to the stakeholder audience.

### **Final Evaluation Plan Report Due (60 Points) \* (50 for Plan Report, 10 for work contribution) Evaluation Plan developed in collaboration with stakeholders involving tasks 1—7**

For this final assignment, you will accompany your completed evaluation plan table with a written proposal with an explanation of your completed plan table. The narrative should include all previous work on your program description, evaluation questions, design, planned format for reporting findings, management plan, and so on, keeping in mind your stated purposes and feedback from previous assignments. Also, include versions of the tools for collecting the data.

- Description of the program you are evaluating and its context (4pt)
- Theory of change or logic model with description (4pt)
- Description of Key stakeholders (3pt)
- Description of Evaluation purpose(s), Type(s) and focus (4pt)
- Evaluation question(s) (4pt)
- Description of Design and explanation (4pt)
- Data collection methods and procedures and explanation (4pt)
- Data collection instruments (3pt)
- Data sources or Populations (3pt)
- Sampling procedures for each from of data collection (3pt)
- Data Analysis procedures and reporting with explanation (3pt)
- Description: Indicators; Interpretation procedures and criteria for Merit and Worth (4pt)
- Description of communication and reporting plan length of evaluation (3pt)
- Description of Management Plan (2pt)



- Written for intended audience with concise, direct language throughout narrative and consistent easy to follow formatting, using proper APA headings that elaborates on the table (2pt)

\*If you are completing a project in a group, **each member of the group must separately** provide a description their contributions to the project, for each component to steps 1-7 of the list of tasks adapted from the Alkin and Vo text (**See bolded list above**). Be sure to include at least three times when you had direct interactions with a program stakeholder (e.g., observing an activity, interviewing a participant, visiting the program, reviewing the logic model). These contributions will be worth up 10 out of 60 points for your final grade. If you completed the project alone, you will be awarded the 10 points in addition to the points you received for the quality of work on the Final Evaluation Plan Report

### **Critical Reflection on Final Project (10 points)**

Provide a 3—4-page critical reflection on your experiences using the components form one of the following frameworks to conduct a meta evaluation of your work and efforts in completing the Final Evaluation Plan Report. Choose one of the following frameworks: the [American Evaluation Association Guiding Principles](#) (*systematic inquiry, competence, integrity/honesty, respect for people, responsibilities for general and public welfare*), [Statement on Cultural Competence](#), (*acknowledge the complexity of cultural identity, recognize the dynamics of power, recognize and eliminate bias in social relations, employ culturally congruent epistemologies, theories, and methods, continue self-assessments*), or [AEA Competencies](#) (*professional practice, methodology, context, planning and management, interpersonal*). You may find it helpful to use the following questions to guide your reflection before writing your critical reflection paper. How did you (and/or the team) conducted yourself during the evaluation? Based on the components of the framework you selected, what were the strengths of your project? What are areas for improvement based on the components of the selected framework? What could you do to help better address these components in practice? Where components in conflict (i.e., practices that support one component result in practices that also oppose another component)? What is your rationale for which components to compromise in the project?

This reflection will be graded as follows for **each of the principles/standards**:

- Exceeds Standards--The paper demonstrates the student is able to integrate the framework components into their professional decision-making of evaluation practice, facilitating critical, honest self-reflection with particular awareness of practices that promote social justice. (10 pts)
- Meets Standards--The paper demonstrates the student is able to integrate the framework components into their professional decision-making of evaluation practice. (8 pts)
- Partially Meets Standards--The paper presents a partial ability to integrate the framework components into their professional decision-making but may have neglected critical principles/standards for the particular project or misunderstood some. (7 pts)
- Does Not Meet Standards--The paper does not demonstrate an ability to integrate the framework components into their professional decision-making (6 pts)

**Schedule below:**

Schedule CIEP 496:

Date	Topic	Readings	Assignments
Class 1 T 5/25	Syllabus What is Evaluation?	Syllabus 1) Alkin & Vo, Section A, B, <a href="#">AEA Guiding Principles</a>	
Class 2 TH 5/27	Introduction to Evaluation cont.	1) Mertens & Wilson, Ch. 1  3) <a href="#">AEA Evaluator competencies</a> 4) <a href="#">AEA Statement on Cultural Competence</a>  Case Scenario: See Sakai for information	
Class 3 T 6/1	Working with Stakeholders	1) Mertens & Wilson, Ch. 7, pp. 209-229 2) Fitzpatrick, Sanders, Worthen, & Worthen (2004) pp. 260-271. 3 ) Abma & Widdershoven (2008)  Case Scenario: See Sakai for information	Proposal for Final Project (5 pts)
Class 4 TH 6/3	Depicting the Evaluand	Mertens & Wilson, Ch. 7, pp. 229-243 <a href="#">Dhillon &amp; Vaca</a> Case Scenario: See Sakai for information	Evaluation Report paper (10 points) <b>Due June 7</b>
Class 5 T 6/8	Purposes, Types and Questions	Mertens & Wilson, Ch. 8 Alkin & Vo, p. 155—162 Case Scenario: See Sakai for information	
Class 6 TH 6/10	Evaluation Designs: Quantitative Qualitative and Mixed Methods	Mertens & Wilson, Ch. 9 Case Scenario: See Sakai for information	Meeting with Stakeholders (5 points)
Class 7 T 6/15	Data Collection Strategies & Indicators	Mertens & Wilson, Ch. 10 Case Scenario: See Sakai for information	
Class 8 TH 6/17	Stakeholders, Participants, and Sampling	Mertens & Wilson, Ch. 11 Case Scenario: See Sakai for information	Program/Context Description and Evaluation Questions Draft (5 points)
Class 9 T 6/22	Data Analysis and Interpretation	Mertens & Wilson, Ch. 12 Case Scenario: See Sakai for information	

Class 10 TH 6/24	Communication of Evaluation Findings	Mertens & Wilson, Ch. 13 Russ-Eft, D. & Preskill, H. (2009)	Evaluation Plan Draft (5 points)
Class 11 T 6/29	Meta Evaluation and Project Management	Mertens & Wilson, Ch. 14 Joint Committee Standards AEA Evaluator Competencies	
Class 12 TH 7/1	Presentations: Wrap up		Final Evaluation Project Report Due (60 points)
T 7/5			Critical Reflection Due (10 points)

### Dispositions and Class Participation

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard
<b>Professionalism (professional domain)</b> <b>AEA Competence</b>	Candidate engages in and models ethical practice and on-going learning to promote personal growth.	Candidate engages in ethical practice and on-going learning to promote personal growth.	Candidate engages in some ethical practice and/or on-going learning to promote personal growth.	Candidate rarely engage in ethical practice and on-going learning to promote personal growth.
<b>Professionalism (management domain)</b> <b>AEA Competence</b>	Candidate consistently manages time and responsibilities to meet deadlines and expectations, making adjustments as appropriate.	Candidate usually manages time and responsibilities to meet deadlines and expectations, making adjustments as appropriate.	More than 2/3 of the time throughout the course candidate manages time and/or responsibilities to meet deadlines and expectation. Candidate may struggle to make adjustments as appropriate.	Candidate rarely manage time and responsibilities to meet deadlines and expectations. Candidate is not able to make adjustments as appropriate.
<b>Professionalism (management domain)</b> <b>AEA Integrity</b>	Candidate always communicates effectively and appropriately with faculty and peers.	Candidate usually communicates effectively and appropriately with faculty and peers.	Candidate occasionally communicates effectively and/or appropriately with faculty and peers.	Candidate rarely communicate effectively and appropriately with faculty and peers.
<b>Social Justice (context domain)</b> <b>AEA Common Good and Equity</b>	Candidate thoroughly understands, respects, and appropriately responds to the context(s) (i.e., environment, structure, culture, history, values, politics, economics, power,	Candidate usually understands, respects, and appropriately responds to the context(s) (i.e., environment, structure, culture, history, values, politics,	Candidate occasionally understands, respects, and/or appropriately responds to the context(s) (i.e., environment, structure, culture, history, values, politics, economics, power,	Candidate rarely understand, respect, and appropriately respond to the context(s) (i.e., environment, structure, culture, history, values, politics, economics,

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard
	privilege) within which the candidate is working.	economics, power, privilege) within which the candidate is working.	privilege) within which the candidate is working.	power, privilege) within which the candidate is working.
<b>Social Justice (interpersonal domain)</b> <b>AEA Integrity</b>	Candidate always shows empathy by listening and respecting the experiences and viewpoints of others, particularly those whose cultural experiences are different than their own. Candidate recognizes potential conflicts and handles them appropriately.	Candidate usually shows empathy by listening and respecting the experiences and viewpoints of others, particularly those whose cultural experiences are different than their own. Candidate recognizes potential conflicts and handles them appropriately.	Candidate sometimes shows empathy by listening and/or respecting the experiences and viewpoints of others, particularly those whose cultural experiences are different than their own. Candidate sometimes recognizes potential conflicts and/or handles them appropriately.	Candidate does not show empathy by listening and respecting the experiences and viewpoints of others, particularly those whose cultural experiences are different than their own. Candidate does not recognize potential conflicts or handle them appropriately.
<b>Inquiry (methodology domain)</b> <b>AEA Systematic Inquiry</b>	Candidate thoroughly understands and is independently able to carry out an inquiry process, including asking questions, designing studies, sampling, collecting and analyzing data, interpreting results, and reporting findings.	Candidate usually understands and needs a little assistance to carry out an inquiry process, including asking questions, designing studies, sampling, collecting and analyzing data, interpreting results, and reporting findings.	Candidate somewhat understands and needs extensive assistance to carry out an inquiry process, including asking questions, designing studies, sampling, collecting and analyzing data, interpreting results, and reporting findings.	Candidate does not understand and is not able to carry out an inquiry process, including asking questions, designing studies, sampling, collecting and analyzing data, interpreting results, and reporting findings.

**Loyola University Chicago**  
**School of Education**  
**Syllabus Addendum**

**Smart Evaluation**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

**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**

- <https://www.luc.edu/education/academics/syllabi/>

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***.

**Center for Student Access and Assistance (CSAA)**

*Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*