*DePaul University ⯁ School of Continuing and Professional Studies ⯁ Graduate Programs*

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| ***Independent Learning***  **LEARNING PRODUCT ASSESSMENT**  **(MA Program in Applied Professional Studies)** |
| This form can be found at **Graduate Student Resources** *(Forms & Special Documents)*.  See [http://scps.depaul.edu/StudentResources/Graduate\_Resources/Forms.asp](https://scps.depaul.edu/StudentResources/Graduate_Resources/Forms.asp). |

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| **COMPETENCE 3-digit #**  ***(e.g., AP-510 or 520 or 530...)*** | **🢂** | **# AP- \_\_\_\_\_\_\_\_\_\_** |
| **STUDENT’S NAME** | **🢂** |  |
| **Student’s DePaul ID #** | **🢂** |  |
| **Faculty Mentor’s Name** | **🢂** |  |
| **Fac. Mentor’s Email Address** | **🢂** |  |

**[This form is for review of a product in its FINAL VERSION, i.e., after completion/review of earlier drafts.]**

**Step 1: Student completes information above and his/her portion of the narrative assessment (Self-Assessment) below. Student is *first assessor*.** [Note: For completion of the assessment process and grade posting within a current quarter, learning product(s)—along with their *Learning Product Assessment Forms*—are due to one’s Faculty Mentor (having been already assessed by prior assessors) by no later than two weeks PRIOR to the last day of the quarter. If this deadline is missed, an “R” (research in progress) grade may be assigned by the Faculty Mentor. As soon thereafter as the work is assessed (within the time-limit afforded by the “R” grade), the “R” grade will be replaced with the appropriate letter grade.

**Step 2: Student submits the following three items to the *second assessor*\*:**

**(a) this form** *(in WORD-format);*

**(b) the relevant Professional Competence Page** *(from the approved Graduate Focus Area Learning Plan or as other approved by the Faculty Mentor)***; and,**

**(c) the Learning Products** *(evidence of learning; deliverables).*

\*The ***second assessor*** is the Professional Advisor/PA or an Outside Assessor—approved by the Faculty Mentor per competence.)

**Step 3: Approved *second assessor* completes his/her portion of the narrative assessment below and, upon completion, forwards the three items in Step 2 to the Faculty Mentor.**

**Step 4: Faculty Mentor (*third/final assessor):* (a) completes his/her portion of the narrative assessment; (b) determines a final letter grade (A-F)\* upon taking under advisement all narrative assessment per criteria; (c) forwards the completed assessment form back to the Student; and, (d) submits the SCPS Payment Form authorizing honorarium disbursement to the second assessor if/as appropriate.**

**\****The associated letter grade is then posted for student access within DePaul University’s Campus Connect (*[*https://campusconnect.depaul.edu*](https://campusconnect.depaul.edu)*) at the end of the current quarter. If the registration for the competence occurred during a previous quarter and received an “R” grade (research in progress) that is still pending (per the R-grade time-limit), the “R” is changed and the student is informed via a ‘grade-change’ email.*

**Step 5: Student is encouraged to review the completed/returned assessment form with his/her Professional Advisor and Faculty Mentor as part of the student’s ongoing discussions regarding program and professional progress.**

**CRITERIA GUIDING ASSESSMENT: The following criteria apply to all MAAPS Professional Competencies and should be incorporated into each assessor’s narrative comments.**

1. **Agreement:** Submission fulfills the **sought outcomes** (deliverables) outlined in the Competence Page from the approved Graduate Focus Area Learning Plan—including any adjustments negotiated in advance of submission and in writing with the Faculty Mentor. *(Excellent/A= agreement fulfilled and attached by student; Strong/B = most of agreement fulfilled; Satisfactory/C = sufficient portions of agreement fulfilled but with gaps.)*
2. **Investigation:** Submission demonstrates **investigation** across multiple data points including peer-reviewed scholarly resources and situates the product within a framework of relevant ideas, principles, concepts and/or theories in the focus area. *(Excellent/A = minimum 10 scholarly resources per 2 crhrs; Strong/B = minimum 8 scholarly resources per 2 crhrs; Satisfactory/C = minimum of 6 scholarly resources per 2 crhrs.)*
3. **Analysis/Synthesis:** Submission develops a **point of view that incorporates analysis and synthesis** drawn from multiple vantage points; i.e., (a) it evidences understanding beyond simple/simplistic description and/or mere opinion; and, (b) it evidences knowledge of, and ability to use, professional and scholarly literature in the field or related fields. *(Excellent/A = substantial analysis/synthesis; ballpark 20-pages/4000-words\*; Strong/B = some analysis/synthesis as well as description; ballpark 15-pages/3000-words\*; Satisfactory/C = primarily description; ballpark 10-pages/2000-words\*)**[\*Note: Ballpark pages/word-count do not include the bibliography and addenda and may be adapted—with approval from Faculty Mentor—for artifacts other than research papers.]*
4. **Application:** Submission addresses **application** of the competence consistent with contemporary best practices/standards of practice in the focus area. *(Excellent/A= deep description/demonstration of application addressing/analyzing complexities involved; Strong/B = solid description/demonstration of application; Satisfactory/C = basic description/demonstration of application.)*
5. **Organization/Coherence:** Submission is **well-organized, coherent, skillfully executed and presented in sufficient detail** to be understood and evaluated by an “outside” party. *(Excellent/A = well-organized and coherent; Strong/B = solidly organized; Satisfactory/C = unevenly organized/lacking a framework.)*
6. **Polish:** Submission demonstrates **graduate-level “polish”**—free of grammatical errors, typos, haphazard appearance, APA citation format errors, etc. *(Excellent/A = well written; free of grammatical errors; correct APA citation format; Strong/B = some grammatical errors; APA errors, etc.; Satisfactory/C = numerous grammatical errors, APA errors, etc.)*
7. **Reflection:** Submission includes the student’s **reflection** on his/her learning process through working on this competence. This review of “lessons learned” is typically included within an *addendum* to the product submitted. *(Excellent/A = deep and nuanced reflection on learning and implications for practice going forward; Strong/B = solid reflection on learning; Satisfactory/C = some reflection on learning.)*

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**⯈STUDENT’s Self-Assessment**:

Applying criteria from Page 2, student provides narrative assessment of Learning Product(s)🢃

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| ***(Add space as needed or append with extra pages.)*** | | | | |
| ***Rating (check):*** | \_\_\_*Excellent* | \_\_\_*Strong* | \_\_\_*Satisfactory* | \_\_\_*Marginal/Unacceptable* |

**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\* Date: \_\_\_\_\_\_\_\_**

***\*Email submission is sufficient in lieu of signature. When the first page of the form and this self-assessment portion are complete, the student proceeds to Step 2 (as outlined on the first page of this form).***

**⯈SECOND Assessor *(Professional Advisor or Approved Outside Assessor)***

Applying criteria from Page 2, next assessor provides narrative assessment of Learning Product(s)🢃

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| ***(Add space as needed or append with extra pages.)*** | | | | |
| ***Rating (check):*** | \_\_\_*Excellent* | \_\_\_*Strong* | \_\_\_*Satisfactory* | \_\_\_*Marginal/Unacceptable* |

**Assessor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\* Date: \_\_\_\_\_\_\_\_**

***\*Email submission is sufficient in lieu of signature. When this assessment portion is complete,***

***the assessor proceeds to Step 3 (as outlined on the first page of this form).***

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| **Assessor Information—*REQUIRED* in order to receive assessor honorarium** | |
| **Name *(type or print clearly)* 🢂** |  |
| **Email Address 🢂** |  |
| **If DePaul FT employee, insert DePaul ID # 🢂** |  |
| **If not DePaul FT employee, insert home mailing address🢂** |  |
| **IMPORTANT NOTE: To receive assessor honorarium, non-DePaul FT employees must have a W9 Tax ID form on file with the University. If you haven’t filed one, please do so. See**  [**http://financialaffairs.depaul.edu/forms/Vendor%20Information%20Form.pdf**](http://financialaffairs.depaul.edu/forms/Vendor%20Information%20Form.pdf). | |

**⯈THIRD/FINAL Assessor *(Faculty Mentor)***

Applying criteria from Page 2, final assessor provides narrative assessment of Learning Product(s)🢃

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| ***(Add space as needed or append with extra pages.)*** | | | | |
| ***Rating (check):*** | \_\_\_*Excellent* | \_\_\_*Strong* | \_\_\_*Satisfactory* | \_\_\_*Marginal/Unacceptable* |

**Final Assessor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\* Date: \_\_\_\_\_\_\_**

***\*Email submission is sufficient in lieu of signature. When this assessment portion is complete,***

***the assessor proceeds to Step 4 (as outlined on the first page of this form).***

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