



***Learning for Life:***  
*Experience Your  
Future*





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## QEP – TIMELINE FOR GRANTS, IMPLEMENTATION AND ASSESSMENT TEAMS AND ACADEMIC PROGRAM COORDINATORS

### GRANTS TEAM

April 30 – Application from academic program coordinator/faculty seeking to realign curriculum to the QEP

May 31 – Grants Team response to the program coordinator/faculty

*FROM THE QEP, p. 28: “The Faculty Grants Team will review these applications to ensure that departmental support and faculty responsibility are adequate. The Faculty Grants Team will award funding (or course release) to successful applicants by June 30, with funding allocated for the following fall semester.” The amount of the award is \$2000 plus \$1000 in support funding for supplies or travel, etc.*

### IMPLEMENTATION TEAM

November 1 – Proposals submitted from the academic program coordinator/faculty

December 1 – Response from Implementation team to academic program coordinator/faculty

December 15 – Response from academic program coordinator/faculty to IT Chair / Director of the QEP (DOQEP) (if necessary)

January 31 – Program proposal due to CRC

*FROM THE QEP, p. 29: “The Implementation Team will review proposals to ensure program curricula meet the requirements of the Learning for Life QEP and its two student learning outcomes.”*

### ASSESSMENT TEAM

#### Assessment Calendar, Fall & Spring Semesters

Week 2 (after registration deadline) – Early semester **student reflection survey** administered

Week 8 – Optional mid-term survey administered to students

Week 14 – Program Coordinators verify list of graduating seniors with U. Assessment Coordinator

Weeks 15/16: End of semester reflection surveys administered to **students** and **administrators**;

**SLO electronic rubrics** administered to faculty responsible for capstone experiences

January 1 & June 1 – Programs that have implemented QEP submit assessment reports to UAC

January On-Call Week / July 1 – Assessment Team reviews program assessment reports with UAC

July 31 – UAC completes QEP Annual Report

*FROM THE QEP, p. 29: “The Assessment Team will complete direct assessment of Learning for Life SLOs at the end of each semester and share findings with program faculty.”*





## Guidelines for Developing Capstone Experiences for the QEP

### All Capstone Experiences

- Identify at least six (6) hours of capstone-level coursework for implementation and assessment of the QEP

### Internship

- Must include a minimum requirement for contact hours per course or credit hour
- Must incorporate supervisory expectations (evaluation by faculty or site supervisors)
- Must incorporate reflection as an ongoing process
- Must incorporate acknowledgment of student accomplishments

### Research

- Must result in the completion of a formal written document
- Must utilize a professional style guide appropriate to the profession
- Must incorporate a presentation component
- Must incorporate reflection as an ongoing process
- Must incorporate acknowledgment of student accomplishments

### Performance or Project

- Must incorporate an adjudicated public performance or exhibit
- Must incorporate faculty evaluation prior to presentation
- Must incorporate reflection as an ongoing process
- Must incorporate acknowledgment of student accomplishments

### Study Abroad

- Must ensure that each credit hour corresponds to 15 faculty contact hours
- Must be faculty-led (if short-term) or involve capstone-level experiences (if long-term)
- Must include contact with host communities or with lecturers from host country
- May include online/F2F activities in conjunction with Study Abroad experience
- Must include a student journaling component (or similar exercise) for reflection
- Must incorporate acknowledgment of student accomplishments







The purpose of this application is to ensure that each program is prepared to implement the "Learning for Life QEP" and its experiential learning practices. Please confirm that appropriate program faculty (or curriculum committee) have met, discussed, and voted on experiential learning activities. Recording meeting dates and maintaining minutes are required so that the University can demonstrate that academic departments were responsible for initiating and completing this process.



## General Information

1. College

2. Program

3. Which experiential Learning activities do you plan to implement and assess for your QEP proposal?  
(Check all that apply)

- Undergraduate Research
- Performance-Based Project
- Study Abroad
- Internship
- Service Learning

Other (please specify)

4. Please describe the activities you checked above. Indicate how these activities connect to your QEP proposal. (250 words max.)

5. Briefly describe how these activities will address QEP Student Learning Outcomes (found on SLO rubrics 1 & 2).



Learning for Life QEP Grant Application & Program Readiness Questionnaire

## Tentative Timeline for Implementing the QEP

6. Please list dates that program faculty have met to discuss the QEP.

7. When did/will program faculty vote to approve this decision?

8. When will this plan be fully implemented?



Learning for Life QEP Grant Application & Program Readiness Questionnaire

**Please submit minutes of meeting(s) directly to University QEP Director, Bill Brent.**



Learning for Life QEP Grant Application & Program Readiness Questionnaire

## Responsibility for the QEP

Identify the faculty member who will serve as the program's QEP Coordinator. This individual will be responsible for developing a formal proposal for curricular changes that will be reviewed by the QEP implementation Team and the Curriculum Review Council (CRC). Please confirm that this faculty member is aware of the responsibilities associated with this position and has been provided with copies of QEP rubrics and assessment materials (available from the University's QEP Director).



9. Please provide contact information for your QEP Program Coordinator(s).

<b>Name</b>	<input type="text"/>
<b>Title</b>	<input type="text"/>
<b>Email Address</b>	<input type="text"/>
<b>Phone Number</b>	<input type="text"/>

10. Has program QEP Coordinator been informed of the responsibilities of this position and provided with copies of the QEP rubrics and assessment materials?

- Yes
- No



## QEP Grant and Implementation Budget

Each faculty member serving as QEP Coordinator will receive a grant for one (1) of the following: a course release for one semester or an Extra Services Contract for \$2000.00. This grant will be awarded for the Fall semester during which the formal proposal is developed.

11. The program QEP Coordinator has selected the following form of Compensation:

- Course Release (for one semester)
- Extra Services Contract (\$2000.00)

All departments are eligible for \$1,000 grants in addition to the coordinator funds mentioned above. Provide an estimated budget for the following items not to exceed \$1,000.

12. Please mark all categories that apply.

- Supplies
- Prof. Development
- Travel
- Equipment

13. Please specify dollar amounts for specific purchases and supplies. Please indicate how purchases will relate to your QEP proposal.

14. Please specify the type of professional development and its connection to your QEP proposal.

15. Please indicate the type of travel (location, mode of transport, and traveler) and cost.

Indicate cost of lodging

Indicate cost of transportation

Indicate cost of meals

Indicate cost of registration fees (if for conference)

Other

Briefly explain connection of cost to professional development.

16. Please specify dollar amount(s) for each type of professional development activity.

On Campus

Off Campus

Conference attendance

Consultant on campus

Other

17. Please specify dollar amounts for specific equipment purchases related to your QEP proposal. Be sure to indicate the connection of equipment to your proposal.



Once this survey is completed and submitted, a Learning for Life QEP Grant Application & Program Readiness Questionnaire signature page will be forwarded to you. The signature page should be signed by the individuals listed on the form and routed to QEP Director, Bill Brent.



### RATINGS SHEET FOR QEP GRANTS

**Program** \_\_\_\_\_

**Coordinator** \_\_\_\_\_

ELEMENTS	1	2	3	4
Activities identified				
SLO addressed				
Implementation timeline				
Minutes supplied				
Departmental approval				
QEP Coordinator information provided				
Compensation chosen				
Items budgeted accurately				
Justification of expenses				





## PURCHASING GUIDELINES FOR THE QEP GRANT RECIPIENTS

1. **TRAVEL:** All University and State guidelines must be followed for reimbursement and you may access that information at <http://businessaffairs.nsula.edu/assets/banner/Fiscal-PP-User-Guides/V.-Travel/V-1-Request-for-Authorized-Travel-and-Travel-Expense.pdf>

You must complete the Banner Document for “Travel Authorization” and submit that form to the Office of Provost/Academic Affairs. After the signatures are obtained, it will be returned to you for your records. Once the travel is completed, you must complete the Banner document for “Travel Expense” and attach all receipts. Keep in mind that you will need to do a separate expense account form for T-Card purchases as well as those made with a personal credit card, etc. Also remember that you must pay for airfare and hotel on a “T-Card” and airfare must be purchased through the state approved travel agent – Shorts Travel. If you do not have one, you should contact Ms. JoAnn Bell in the Travel Office at 357-4496. That information is in the link above.

2. **Operating Services/Supplies:** Since the grant does not exceed \$1000, then the items may be paid for on a University P-Card (if you have one) or on your personal credit card. Reimbursement requests should be placed on the Departmental Direct Payment form <file:///C:/Users/William/Downloads/Departmental%20Direct%20Payment%20Request.pdf> and submitted to the Office of Provost/Academic Affairs for signatures and then forwarded to Business Affairs. You might find this link helpful: <http://businessaffairs.nsula.edu/assets/banner/Fiscal-PP-User-Guides/III.-Purchases/III-10-Departmental-Direct-Payment-Request.pdf>

3. **Professional Services:** Any request for a professional service (guest speaker, etc.) must be submitted on a Professional Services Contract and include the “Goals/Objectives” form (see attached forms). [file:///C:/Users/William/Downloads/22.-PS-Goal-and-Objectives%20\(1\).pdf](file:///C:/Users/William/Downloads/22.-PS-Goal-and-Objectives%20(1).pdf)

<file:///C:/Users/William/Downloads/PS-1.-Banner-Professional-Services-Contract.pdf>

4. **COMPUTERS or LAPTOPS or iPads:** Any request for purchasing a “computing” device must be approved by the Office of Information Technology Services (Tracy Brown) prior to purchasing the item. If you have questions about this, please contact ITS at 357-5594.

I’m certain that most of you are familiar with purchasing and travel procedures but I thought this information might be a good reminder and helpful. If you have any questions, please feel free to contact the Purchasing Office (Dale Martin) at 357-4496

Please feel free to contact me with any questions or concerns and, if I don’t know the answer, I’ll try to assist with finding an answer.

Thank you for your efforts on behalf of the QEP as we move this project forward in an effort to continue to improve our curriculum and academic offerings at Northwestern State University.







### Learning for Life QEP Curriculum Revision Proposal

Program Name: \_\_\_\_\_  
 QEP Coordinator: \_\_\_\_\_  
 Date of Submission: \_\_\_\_\_

**Identify the courses (total of at least 6 hours) associated with your program’s implementation of the QEP.**

	<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>	<i>Online or Face-to-Face</i>
Course #1				
Course #2 (if applicable)				
Course #3 (if applicable)				
Course #4 (if applicable)				

**Identify (X) the capstone experiences your program will assess as part of its implementation of the QEP.**

<i>Internship</i>	<i>Research</i>	<i>Performance-Based Project</i>	<i>Study Abroad</i>

*Please respond to each of the prompts below. The text boxes will enlarge if additional space is needed. With the exception of the first prompt (“Briefly describe”), each prompt corresponds to one of the [Eight Principles of Good Practice for All Experiential Learning Activities](#) and to one item (numbered 1-8) on the [Implementation Rubric](#) (both attached).*

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**Briefly describe the curricular or course revisions associated with your program’s implementation of the QEP.**

*Please attach any supporting documentation that you think the Implementation Team may need to complete its review of your proposal (a sample rubric, syllabus, or assignment description, for example). If curricular or catalog revisions are required, please ensure that all paperwork and documentation required by the University’s Curriculum Review Council (CRC) are included.*

**1. Does the proposed curriculum include purposeful experiences that enable experience to become knowledge?** *Explain how proposed learning experiences relate to the knowledge, skills, and dispositions expected of an entry-level professional in your field.*

**2. Does the proposed curriculum provide a sufficient foundation for experiential activities and a clear plan for progress and completion?** *What preparatory activities or coursework will your program incorporate to prepare students for capstone experiences? How often will these experiences occur? What preparatory experiences will be mandatory?*

**3. Does the proposed curriculum include experiences with real world context?** *What is the real-world context of your curriculum? How is this context determined? Does it include input from external authorities, including program advisory councils?*



**4. Does the proposed curriculum require learners and instructors to reflect meaningfully upon assumptions, the learning experience, and outcomes? How will your program incorporate reflection into its curriculum? How, specifically, will it address QEP SLO 2?**

**5. Does the proposed curriculum provide orientation and training for all participating students, faculty, and organizational partners? What specific orientation or training exercises will your program implement as part of its revised coursework or curriculum? If your curriculum includes the involvement of external actors (e.g. site supervisors for internships), what orientation or training will you provide for them?**

**6. Does the proposed curriculum incorporate monitoring and continuous improvement to encourage a rich and affirmative learning experience?** *How will your program evaluate and address key findings generated through the assessment process? Will particular faculty members or committees play an important role? Will key findings be addressed in department and advisory council meetings? How much flexibility does your proposed curriculum allow for addressing potential avenues for improvement?*

**7. Does the proposed curriculum incorporate data-driven assessment and evaluation processes?** *Explain how these processes will be organized and maintained.*

**8. How does your program ensure proper acknowledgment of the accomplishments of students, faculty, and other participants?** *How will you acknowledge the accomplishments of capstone participants? Be as specific as possible so that good ideas can be shared!*



**Curriculum Rubric for Learning for Life QEP Proposals**  
*With the Eight Principles of Good Practice for All Experiential Learning Activities (NSEE)*

Benchmark	Advanced (4)	Mastery (3)	Basic (2)	Developing (1)
<b>The proposed curriculum...</b> 1. Includes purposeful experiences that enable experience to become knowledge.	Defines the relationship between each experiential learning activity and the knowledge, skills, and dispositions needed for entry-level professional careers and graduate study.	Clearly addresses the purpose of experiential learning activities in relation to field of study, entry-level professional careers, or graduate education.	Incorporates experiential learning activities that are apparently relevant to the field of study but provides little supporting explanation.	Incorporates experiential learning activities that are not apparently relevant to the field of study.
2. Provides a sufficient foundation for experiential activities and a clear plan for progress and completion.	Includes mandatory and ongoing preparatory experiences that ensure participants are prepared for and capable of completing the program.	Includes mandatory preparatory experiences that are regular, predictable, and accessible to all program students.	Includes preparatory experiences that are optional or irregularly delivered.	Includes no relevant preparatory or professional development experiences.
3. Includes experiences with real world context.	Defines real world application of experiences and incorporates input from program advisory council or relevant external authorities.	Defines real world application or usefulness for all experiential activities.	Includes experiences that appear to be useful in a real world context but provides little supporting explanation.	Includes experiences with no apparent real world context or association to an applied setting.
4. Requires learners and instructors to reflect meaningfully upon assumptions, the learning experience, and outcomes.	Requires learners and program faculty to engage in ongoing reflection prior to, during, and at the conclusion of the experience.	Requires ongoing reflection that engages learners in identifying expectations, weighing outcomes, and recognizing the implications of an experience.	Incorporates meaningful reflection, but only at the conclusion of the experience.	Requires no meaningful reflection as part of the learning experience.
5. Provides orientation and training for all participating students, faculty, and organizational partners.	Includes mandatory and ongoing orientation and training exercises for all participating students, faculty, and organizational partners.	Incorporates orientation programming and ongoing training for participating students and faculty.	Includes a brief orientation program, session, or class for participating students.	Includes no orientation or training components for participating parties.
6. Incorporates monitoring and continuous improvement to encourage a rich and affirmative learning experience.	Is flexible and incorporates monitoring as part of a feedback loop to improve the learning experience.	Includes opportunities for feedback by students, faculty, and organizational partners.	Includes opportunities for feedback, but only by students and faculty.	Is inflexible or offers no apparent opportunity for feedback by students, faculty, or organizational partners.

## Curriculum Rubric for Learning for Life QEP Proposals

With the Eight Principles of Good Practice for All Experiential Learning Activities (NSEE)

7. <i>Incorporates data-driven assessment and evaluation processes.</i>	Incorporates systematic data collection and assessment to evaluate, develop, and refine the learning experience and its intended outcomes.	Incorporates systematic documentation of outcomes and processes, but only for the purpose of reporting results.	Incorporates irregular documentation of outcomes and processes.	Includes no apparent assessment or evaluation processes.
8. <i>Ensures proper acknowledgment of the accomplishments of students, faculty, and other participants.</i>	Provides an opportunity to celebrate the individual, organizational, and community impact of the learning experience.	Provides for the ongoing recognition of participation by students, faculty, and organizational partners.	Provides for the recognition of student accomplishments at the conclusion of the experience.	Includes no apparent process for acknowledging participation or accomplishment.

\*Adapted from the “Eight Principles of Good Practice for All Experiential Learning Activities,” National Society for Experiential Education, accessed 30 April 2017, <http://www.nsee.org/8-principles>.



## Curriculum Rubric for Learning for Life QEP Proposals

With the *Eight Principles of Good Practice for All Experiential Learning Activities (NSEEE)*



### Eight Principles of Good Practice for All Experiential Learning Activities

**Intention:** All parties must be clear from the outset why experience is the chosen approach to the learning that is to take place and to the knowledge that will be demonstrated, applied or result from it. Intention represents the purposefulness that enables experience to become knowledge and, as such, is deeper than the goals, objectives, and activities that define the experience.

**Preparedness and Planning:** Participants must ensure that they enter the experience with sufficient foundation to support a successful experience. They must also focus from the earliest stages of the experience/program on the identified intentions, adhering to them as goals, objectives and activities are defined. The resulting plan should include those intentions and be referred to on a regular basis by all parties. At the same time, it should be flexible enough to allow for adaptations as the experience unfolds.

**Authenticity:** The experience must have a real world context and/or be useful and meaningful in reference to an applied setting or situation. This means that is should be designed in concert with those who will be affected by or use it, or in response to a real situation.

**Reflection:** Reflection is the element that transforms simple experience to a learning experience. For knowledge to be discovered and internalized the learner must test assumptions and hypotheses about the outcomes of decisions and actions taken, then weigh the outcomes against past learning and future implications. This reflective process is integral to all phases of experiential learning, from identifying intention and choosing the experience, to considering preconceptions and observing how they change as the experience unfolds. Reflection is also an essential tool for adjusting the experience and measuring outcomes.

**Orientation and Training:** For the full value of the experience to be accessible to both the learner and the learning facilitator(s), and to any involved organizational partners, it is essential that they be prepared with important background information about each other and about the context and environment in which the experience will operate. Once that baseline of knowledge is addressed, ongoing structured development opportunities should also be included to expand the learner's appreciation of the context and skill requirements of her/his work.

**Monitoring and Continuous Improvement:** Any learning activity will be dynamic and changing, and the parties involved all bear responsibility for ensuring that the experience, as it is in process, continues to provide the richest learning possible, while affirming the learner. It is important that there be a feedback loop related to learning intentions and quality objectives and that the structure of the experience be sufficiently flexible to permit change in response to what that feedback suggests. While reflection provides input for new hypotheses and knowledge based in documented experience, other strategies for observing progress against intentions and objectives should also be in place. Monitoring and continuous improvement represent the formative evaluation tools.

**Assessment and Evaluation:** Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Assessment is a means to develop and refine the specific learning goals and quality objectives identified during the planning stages of

## Curriculum Rubric for Learning for Life QEP Proposals

*With the Eight Principles of Good Practice for All Experiential Learning Activities (NSEE)*

the experience, while evaluation provides comprehensive data about the experiential process as a whole and whether it has met the intentions which suggested it.

**Acknowledgment:** Recognition of learning and impact occur throughout the experience by way of the reflective and monitoring processes and through reporting, documentation and sharing of accomplishments. All parties to the experience should be included in the recognition of progress and accomplishment. Culminating documentation and celebration of learning and impact help provide closure and sustainability to the experience.







## STUDENT LEARNING OUTCOME 1

**SLO 1:** During the capstone experiential learning course(s), students will demonstrate the knowledge, skills, and dispositions expected of entry-level professionals in their disciplines.

<b>Benchmark</b>	<b>Advanced (4)</b>	<b>Mastery (3)</b>	<b>Basic (2)</b>	<b>Developing (1)</b>
<p><i>Students will...</i> <i>Correlate prior life experiences with academic knowledge and experiences.</i></p> <p><b>Principle 2</b></p>	Synthesizes connections between previous experiences and current area of study, demonstrating an in depth understanding which broadens the student’s point of view.	Selects a variety of pertinent, personal life experiences to expand one’s knowledge of the concepts in area of study.	Compares academic knowledge and past experiences to identify similarities and differences, and insights new to the student.	Identifies similarities of life experiences and academic knowledge and know they relate to student’s interests.
<p><i>Connect concepts through an interdisciplinary perspective.</i></p> <p><b>Principle 1</b></p>	Critiques or synthesizes relationships between knowledge and values from the perspective of two or more disciplines.	Connects and examines ideals, theories, tenets, or concepts from the perspective of two or more disciplines.	Connect facts and basic concepts from the perspective of two or more disciplines (when prompted).	Presents facts and basic concepts from the perspective of two or more disciplines (when prompted).
<p><i>Adapt and implement previously learned knowledge and skills to new contexts, situations, or scenarios.</i></p> <p><b>Principle 6</b></p>	Adapts previously learned skills, theories, values, and/or knowledge in the implementation of solving difficult or complex problems.	Adapts previously learned skills and knowledge in order to solve problems or prevent new problems.	Applies skills & knowledge learned from two or more previous experiences to a new situation.	Applies previously learned skills & knowledge to a new situation.
<p><i>Communicate effectively.</i></p> <p><b>Principles 2 &amp; 6</b></p>	Consistently communicates (methods may vary) efficiently and effectively, resulting in enhanced understanding of content.	Consistently communicates (methods may vary) efficiently and effectively.	Communicates (methods may vary) effectively utilizing basic skills.	Communicates (methods may vary) utilizing basic skills inconsistently.
<p><i>Expand sense of future self through reflection on participation in experiential learning processes.</i></p> <p><b>Principle 4</b></p>	After reflecting on experiential learning experiences, examines future self and develops action plan to reach this goal.	Examines changes in self in relation to experiential learning and potential for growth in different areas	Communicates one’s strengths and weaknesses in several areas/contexts (i.e. Skills: knowledge; skills: application; skills: valuing).	Describes one’s strengths and weaknesses.
<p><i>Demonstrate professional characteristics and behaviors.</i></p> <p><b>Principles 2 &amp; 6</b></p>	Consistently demonstrates professional characteristics and behaviors such as punctuality, well-developed work ethic, positive attitude, self-initiative, conflict resolution, integrity, ethics, and effective communication with peers and supervisors.	Usually demonstrates professional behaviors and dispositions; needs improvement in one or two areas.	Sometimes demonstrates professional behaviors and dispositions; needs improvement in three areas.	Rarely demonstrates professional behaviors and dispositions; needs improvement in all or almost all areas.

## STUDENT LEARNING OUTCOME 2

**SLO 2:** During the capstone experiential learning course(s), students will reflect critically to link theory with practice and develop applications of knowledge based on the reflection.

<b>Benchmark</b>	<b>Advanced (4)</b>	<b>Mastery (3)</b>	<b>Basic (2)</b>	<b>Developing (1)</b>
<p><i>Students will...</i></p> <p><i>Communicate effectively using appropriate conventions of language and correct format(s).</i></p> <p><b>Principles 2 &amp; 6</b></p>	<p>Completes assignment(s) by consistently using appropriate conventions of language and correct format(s) so that the interdependence of language, meaning and thought are clearly expressed.</p>	<p>Completes assignment(s) by using appropriate conventions of language and correct format(s) so that explicitly connects content and form while demonstrating awareness of purpose and audience.</p>	<p>Completes assignment(s) by using appropriate conventions of language and correct format(s) so that connects in a basic way the content to the product.</p>	<p>Completes assignment(s) in an appropriate manner.</p>
<p><i>Connect prior learning to changes that are a direct result of the experiential learning process.</i></p> <p><b>Principle 4</b></p>	<p>Revisits prior learning in depth to identify significant changes in perceptions about educational and real world experiences, providing the foundation for continual expansion of knowledge as well as personal growth and maturity.</p>	<p>Revisits prior learning in depth to reveal deeper meanings and broader perspectives about educational and real world events.</p>	<p>Revisits prior learning in some depth to reveal slightly deeper meanings and broader perspectives about educational and real world events.</p>	<p>Revisits prior learning at a superficial level without truly revealing any clarified meaning or gaining a broader perspective of educational or real world experiences.</p>
<p><i>Revisit prior learning to apply knowledge and skills in new and innovative ways.</i></p> <p><b>Principles 4 &amp; 6</b></p>	<p>Makes clear references to prior learning and applies it in new and innovative ways that demonstrate comprehension.</p>	<p>Makes references to prior learning and shows some evidence of applying it in new and innovative ways that demonstrate comprehension.</p>	<p>Makes some references to prior learning and attempts to apply it in new and innovative ways that demonstrate comprehension.</p>	<p>Makes vague references to prior learning but does not apply it in new and innovative ways that demonstrate comprehension.</p>
<p><i>Assess what they have learned about themselves as members of a broader community.</i></p> <p><b>Principle 7</b></p>	<p>Expresses insights into own biases and/or cultural rules, showing how experiences have influenced these rules/biases resulting in a shift in understanding.</p>	<p>Identifies new perspectives about own biases and/or cultural rules resulting in a certain level of comfort with new and differing perspectives.</p>	<p>Identifies own biases and/or cultural rules with a strong preference for those rules while seeking the same in others.</p>	<p>Shows nominal awareness about own biases and/or cultural rules and somewhat uncomfortable with cultural differences.</p>
<p><i>Assess what they have learned about themselves as individuals.</i></p> <p><b>Principle 7</b></p>	<p>Exhibits a strong sense of self as a learner; builds on prior knowledge and experiences to address new and challenging situations.</p>	<p>Assesses changes in own learning and perceptions over time, identifying complex contextual factors.</p>	<p>Communicates strengths and challenges to learning through increased self-awareness.</p>	<p>Defines own performance with general terms such as success and failure.</p>



## Student Reflection Items aligned with the QEP SLOs

*In order to offer programs a way to align reflections with the SLOs, the QEP Assessment team developed the following items that may be used as a way to evaluate students' participation and reflection upon their experiential learning courses. For example, these items could be included in an exit interview, as part of a larger portfolio, as part of a student survey, as a part of a journal, etc. The evaluator's observations, student work, etc. should also be considered along with the student's responses to these items in order to complete the QEP SLO Rubric 1 and 2.*

### Sample Directions:

***Please reflect upon your experiences in your capstone experiential learning courses this semester and answer the following questions:***

#### **Item 1:**

Describe how your prior knowledge played a part in your capstone experiential learning courses. How were you able to adapt that knowledge to new situations?

#### **Item 2:**

Describe the ways in which you have communicated effectively during your capstone experiential learning courses.

#### **Item 3:**

Describe how concepts in your discipline are related to other disciplines.

#### **Item 4:**

Describe your strengths and weaknesses. How do you think these will affect your future self? Do you have a plan to address them to reach future goals?

#### **Item 5**

Describe what you have learned about yourself, both as an individual and as a member of a broader community, through your participation in capstone experiential learning courses.

**Notes:****Item 1**

(combines)

SLO 1

*Correlate prior life experiences with academic knowledge and experiences.*

*Adapt and implement previously learned knowledge and skills to new contexts, situations, or scenarios.*

SLO 2

*Connect prior learning to changes that are a direct result of the experiential learning process.*

*Revisit prior learning to apply knowledge and skills in new and innovative ways.*

**Item 2**

(combines)

SLO 1

*Communicate effectively.*

SLO 2

*Communicate effectively using appropriate conventions of language and correct format(s).*

**Item 3**

SLO 1

*Connect concepts through an interdisciplinary perspective.*

**Item 4**

SLO 1

*Expands sense of future self through reflection on participation in experiential learning process.*

**Item 5**

(combines)

SLO 2

*Evaluate what they have learned about themselves as members of a broader community.*

*Evaluate what they have learned about themselves as individuals.*



**Quality Enhancement Plan**

**Program Summary**

**Assessment Period: Fall 20\_\_**

**Program:**

**Prepared by:**

**Date:**

**Approved by:**

**Date:**

**Student Learning Outcomes (SLO)**

**SLO 1.** During the capstone experiential learning course(s), students will demonstrate the knowledge, skills, and dispositions expected of entry-level professionals in their disciplines. (Aligned with Principle 1-Intention and Principle 2-Preparedness and Planning)

**SLO 2.** During the capstone experiential learning course(s), students will reflect critically to link theory with practice and develop applications of knowledge based on the reflection. (Aligned with Principle 4-Reflection and Principle 6-Monitoring and Continuous Improvement)

**Measure.**

**Methodology.**

**Target.**

*University Benchmark:* 50% of students have an average score of 3 or better.

*Program Goal* (identified through PC/faculty collaboration):

**Finding.**

**Analysis.**

**Decision / Recommendations.**

## SLO RUBRIC SUMMARY REPORT

**Program** \_\_\_\_\_

**Coordinator** \_\_\_\_\_

### Number of Students for Each Score

SLO	4	3	2	1	% Met Benchmark	Average Score
<b>1.1</b>						
<b>1.2</b>						
<b>1.3</b>						
<b>1.4</b>						
<b>1.5</b>						
<b>1.6</b>						
<b>2.1</b>						
<b>2.2</b>						
<b>2.3</b>						
<b>2.4</b>						
<b>2.5</b>						