



Learning for Life

Career | Graduate School | Professional School

Summary for 2017/18 Assessment Cycle and 2018/19 Outlook

1) With *Learning for Life* protocol successfully established, QEP assessment will focus on refinement of assessment tools during the 2018/19 assessment cycle. This collaborative effort will begin with our *Learning for Life* Conference to be held on August 14th.

2) Students who took part in capstone experiences as part of the QEP were rated lowest in the following SLOs:

- Assessing what they have learned about being part of a “broader community” (25% were ranked as basic or developing)
- Connecting concepts from the capstone experience through an interdisciplinary perspective (24% were rated as basic or developing).
- Expanding sense of future self (23% were ranked as basic or developing)
- Assessing what they have learned about themselves as individuals (21% were ranked as basic or developing).

3) Administrators and faculty also indicated that 3 of the four SLO items above were difficult to assess:

- Connecting concepts from the capstone experience through an interdisciplinary perspective
- Expanding sense of future self
- Assessing what they have learned about being part of a “broader community”

Discussing changes to the wording of SLO rubrics in individual programs while maintaining the integrity of what each benchmark measures will be discussed at the August conference.

4) Most of the pilot programs decided to make changes to or add reflection exercises for their students in capstone experiences. Programs entering the QEP will be encouraged to consider adding reflection items for their students. Constructing these items around the “5 Questions Document” is also encouraged. Focusing on reflection should, theoretically, strengthen scores on SLO rubric items.

5) Indirect assessment of the QEP via student pre and post surveys indicates that students in all capstone experiences need to acquire better time management skills. Another important skill recognized through indirect assessment was “Creative and Critical Thinking”. To better define these two skills, “critical” and “creative” thinking will be separated on the pre and post student surveys this year.

6) According to survey data, students in each capstone type expected growth in similar skills during their capstone experiences. These skills include: collaboration, analyze data/audit, written communication, and presentation. One of the things QEP Assessment will focus on this coming year is to more strongly connect SLO rubrics to student surveys.