Northwestern State University

QEP Annual Report

Introduction

The Northwestern State University (NSU) Annual Report describes the implementation and effectiveness of the University's Quality Enhancement Plan (QEP). NSU's QEP, "*Learning for Life: Experience Your Future*" was developed with the goal of "preparing students to transfer theory into practice as they transition from University settings to a career or advanced study in graduate or professional schools" (QEP Executive Summary). This goal aligns with the University's vision to "become the nation's premier regional university through the innovative delivery of transformative student learning experiences that prepare graduates for life and career success (Strategic Plan, 2016-2021, p.4). *Learning for Life* will help students transfer theory into practice by incorporating Experiential Learning (EL) activities into each degree program by the fall semester of 2020, allowing the University to "assist in the development of an ever-growing individual, scholar, and professional" (p.5). Further, two key components of Northwestern's mission will be supported by implementing *Learning for Life*: "the creation, dissemination, and acquisition of knowledge" as well as "preparing students to become productive members of society" (p.4). NSU's "*Learning for Life: Experience Your Future*" initiative focuses on four impact activities: Undergraduate Research, Internships, Performance-based Events or Projects, and Study Abroad. Each degree program will embed at least one type of impact activity by Fall, 2019. *Learning for Life* provides organization and enhancements to existing experiential learning activities and new opportunities for those disciplines creating new experiential learning opportunities.

Initial Goals and Intended Outcomes of the Quality Enhancement Plan

The goal of NSU's QEP over the next five years is to give all undergraduate students the opportunity to participate in a high-impact EL activity. *Learning for Life* specifies that faculty in each degree program, based on their content and professional expertise, will choose at least one of four high-impact EL activities: Undergraduate Research, Internships, Performance-based Events or Projects, and Study Abroad. All students in a degree program or program concentration will engage in the same experiences. The experience will occur during the student's junior or senior year, which means it will be a capstone event.

NSU's *Learning for Life* subscribes to the tenets of the Eight Principles of Good Practice for All Experiential Learning Activities (1998) espoused by the National Society for Experiential Learning (NSEE). Faculty in degree programs applied these principles when choosing impact activities to incorporate into their capstone courses:

1) **Intention** represents the purposefulness that enables experience to become knowledge. All parties must be clear from the outset why experience is the chosen approach to the learning that will take place and to the resulting knowledge to be demonstrated and applied.

2) **Preparedness and Planning** ensures that participants enter the experience with sufficient foundation to support a successful experience. Preparedness and Planning should focus on intentions, identified from the earliest stages of the experience/program and be referred to on a regular basis. It should also remain flexible to allow for adaptations as the experience unfolds.

3) **Authenticity** should be incorporated into experience designs to insure real world context and/or be useful and meaningful about an applied setting or situation.

4) **Reflection** transforms simple experience to a learning experience. 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. The reflective process is integral to all phases of experiential learning and is an essential tool for adjusting the experience and measuring outcomes.

5) **Orientation and Training** should be incorporated 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. Once a baseline of knowledge is addressed, ongoing structured development opportunities should be included to expand the learner's appreciation of the context and skill requirements of his/her work.

6) **Monitoring and Continuous Improvement** ensures that the experience, as it is in process, continues to provide the richest learning possible. It is important that there be a feedback loop related to learning intentions and quality objectives and that the structure of the experience be flexible to permit change in response to what the feedback suggests.

7) **Assessment and Evaluation** serve to develop and refine specific learning goals and quality objectives identified during the planning stages of the experience while providing comprehensive data about the experiential process and whether it has met the intentions which suggested it.

8) **Acknowledgment** recognizes progress of learning and the impact of accomplishment throughout the experience. This is achieved by way of the reflective and monitoring process and through reporting documentations. All parties to the experience should be included in the recognition of progress and accomplishment.

To measure the effectiveness of the *Learning for Life* Plan, two rubrics that align student learning outcomes (SLOs) to the National Society for Experiential Education (NSEE) "Principles of Good Practice" (1998) were created as measures for Northwestern's QEP. NSU adopted two SLOs to guide *Learning for Life*'s four impact activities:

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 6- 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)

Both SLOs must occur in a real-world setting and/or be meaningful or useful to the setting or situation. Additionally, both SLO's must be documented and assessed in a meaningful way with regard to initial intentions and quality outcomes.

NSU chose to focus on the following principles of best practice: 1- Intention, 2- Preparedness and Planning, 4- Reflection, and 6- Monitoring and Continuous Improvement. Each principle is supported by benchmarks that define the learning outcome and by a rubric based assessment process (see appendix A). Although the SLOs are aligned with specific Principles of Good Practice, the overall *Learning for Life* plan acknowledges and incorporates all Eight Principles of Good Practice for All Experiential Learning Activities.

Indirect measures of NSU's *Learning for Life* initiative will also be implemented to ensure effectiveness. Surveys have been developed and are distributed to students, faculty and administrators who participate in *Learning for Life*.

The implementation of *Learning for Life* is a five-year process, beginning with the fall semester of 2017 and concluding with the spring semester 2021(see appendix B) Embedded in this timeline is an annual cycle of curricular redevelopment and alignment to the principles of *Learning for Life* This cycle includes seven stages:

1) Each spring, faculty representing academic programs aligning their curriculum to *Learning for Life* will submit applications demonstrating program readiness. These applications are due each year by April 30.

2) 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 May 31, with funding allocated for the following fall semester.

3) During the fall semester, grant recipients will develop a formal proposal for realigning program curricula. These proposals will be submitted to the Implementation Team by November 1.

4) The Implementation Team will review proposals to ensure program curricula meet the requirements of *Learning for Life* and its two students learning outcomes (SLOs).

5) Once approved by the Implementation Team, program coordinators and department heads will submit proposed curricular changes to the University's Curriculum Review Council (CRC), which reviews all proposed changes to course offerings, curricula, and catalog entries and makes recommendations to the University President for approval. All proposals must be submitted to the CRC by January 31 to be included on the agenda for the February meeting, the final meeting of the CRC each academic year.

6) Following approval by the CRC, program faculty may begin aligning coursework and course materials to *Learning for Life* SLOs.

7) The Assessment Team will complete direct assessment of *Learning for Life* SLOs at the end of each semester and share findings with program faculty.

Seven university programs implemented *Learning for Life* in the fall 2017 semester. Each program and their capstone experience are listed below:

(1) Early Childhood Education and (2) Elementary Education students must complete two semesters of internship to satisfy degree requirements.

(3) Radiologic Science students must complete in-clinic practice over two semesters to satisfy degree requirements.

(4) Hospitality Management and Tourism students must complete internships in hospitality and tourism over a single semester to satisfy degree requirements.

(5) Health and Exercise Science students must complete internships in the health and fitness industry over one semester to satisfy degree requirements.

(6) Music students must prepare and deliver a senior recital or complete internships over one semester to satisfy degree requirements.

(7) Louisiana Scholars' College students must complete undergraduate research projects (theses) over at least two semesters to satisfy degree requirements.

In addition to these seven programs implementing *Learning for Life* in the fall of 2017, eight programs submitted proposals for aligning coursework and course materials for implementation of *Learning for Life* starting with the fall semester of 2018: Child and Family Studies, Fine and Graphic Arts, Health and Physical Education, Industrial Engineering Technology, Mathematics, Nursing, and Secondary Education.

Assessment

To achieve the goals of the *Learning for Life* QEP, a thorough and systematic assessment plan has been implemented. Assessment of *Learning for Life* is accomplished through a series of direct and indirect measures. To ensure that SLOs are met and that each program is effective and relevant, these measures are implemented each semester of the QEP. NSU gathers direct assessment data using SLO rubrics, which are aligned to the AAC&U VALUE rubrics. These rubrics provide data for assessing the ability of students to create meaningful self-reflections and the application of knowledge gained during their experiences. To ensure the effectiveness of NSU's QEP, surveys are administered to students, faculty, and administrators participating in *Learning for Life* each semester. These surveys were created through the online survey development cloud-based software system called SurveyMonkey and are administered to participants via university email.

The assessment process begins each semester with a student self-reflection "pre" survey. This survey is administered at the beginning of each semester, shortly after the official "14-day count". Typically, this survey distribution and collection will occur during the third and fourth week of classes. The QEP Assessment Coordinator works closely with program coordinators to ensure a high completion percentage of these "post" student surveys. Student survey results are shared with faculty and staff at the end of every assessment cycle. These student surveys are as an indirect assessment measure to monitor student growth in specific skills during their capstone experience. (see appendix C)

Programs taking part in NSU's QEP may create a tool for a mid-term assessment of students in the program's capstone course. At the end of each semester, SLO rubrics are used to assess student performance in the capstone course. Rubric results are recorded on the "Rubric Summary Report Form" and reported to the QEP Assessment Coordinator at the end of each semester (see appendix D). Program Coordinators also prepare a "QEP Report Form" to address program goals and University benchmarks. The QEP report form also allows Program Coordinators to analyze their data and make program decisions and recommendations based on their findings (see appendix E)

During the last three weeks of classes (amended from two weeks in the original QEP plan), another student self-reflection is distributed to students in capstone courses. The QEP assessment coordinator works with program coordinators to ensure student completion of these post-surveys.

Long term, the QEP assessment team must decide on the best way to focus on a statistical measurement of NSU's *Learning for Life* Initiative. Two directions to consider are: 1) whether these experiential education experiences contribute to student graduation rates, student satisfaction, and/or employability after graduation and 2) dissecting SLO rubric and survey responses to determine what characteristics NSU students gain or improve upon due to taking part in a capstone experience. Create a short survey for stakeholders, business owners, and employers that is like student surveys in its focus. This will help NSU determine if the skills students are refining through capstone experiences match the skills employers desire from college graduates.

Impact of QEP process for 2017/18

The foundation laid during the QEP pilot study conducted in spring 2017 was improved upon during the 2017/18 academic year. Establishment of protocol for programs applying for QEP grants, implementation of capstone course work, and completion of an assessment cycle have been successfully achieved. The fist cycle of implementation had a great impact on Learning for Life and the university in general:

- NSU's *Learning for Life* initiative held faculty workshops in August and January. The 2017/18 workshops focused on the justification of incorporating experiential education into NSU's degree programs and the QEP's implementation and assessment process. Future faculty workshops will focus on assessment tool design and rubric usage/interpretation.
- There was some initial confusion about the assessment process. Meeting with Program Coordinators before the midpoint of the fall semester helped them gain a better understanding of the QEP assessment process. It may be helpful to hold these meetings each fall for programs entering the QEP cohort.
- Program Coordinators contributed to the January faculty workshop by taking part in an open forum panel discussion. Forums of this nature will continue to be a part of NSU's QEP process and faculty collaboration will continue to be encouraged.
- Changes will be made to the student pre/post survey as needed. Changes for the 2018/19 assessment cycle include: "Creative and Critical Thinking" will be into two separate choices, "Clinical and Laboratory Skills" will be removed from the research capstone, and "Online and Library Research" will be replaced with "Find & Read Technical or Scholarly Sources".
- Representatives of NSU attended the 47th Annual National Society for Experiential Education. This allowed NSU's *Learning for Life* leadership team to gain a better understanding on how experiential learning can have a positive impact on students. NSU will send representatives to the 48th annual conference to further engage in leadership, partnerships, and scholarship in experiential education. NSU will present on rubric development and program implementation.
- The QEP directors team has studied the number of direct contact hours students receive in existing internship capstone courses to help programs entering the *Learning for Life* initiative establish a minimum requirement of direct contact hours for programs. Capstone course internships should be, at a minimum, 120 direct contact hours for a 3-hour credit course, or 40 direct contact hours per credit hour.
- NSU is taking steps to expand internship opportunities. *Learning for Life,* in collaboration with Job Location and Development, played a role in bringing the career-services platform "Handshake" to campus.

- The QEP directors team has also projected the growing need of internship opportunities for students entering *Learning for Life*. As more programs enter the QEP, additional internship opportunities will need to be explored. Assessment of the QEP benchmark and program goals have been clarified.
- The assessment benchmark for *Learning for Life* is the same for all programs: "50% of students have an average score of 3 or better". The benchmark percentage may increase as programs enter their second, third, and fourth year of the QEP. Program goals will be determined by program coordinators and faculty and may be modified by programs as needed.
- The *Learning for Life* website continues to be updated. Updates include: adding pictures from capstone experiences and student recognition, minutes of meetings, and other information regarding QEP grant applications, implementation, and assessment.
- The QEP Director and other team members have taken part in many student recognition ceremonies, rewarding students who have completed capstone coursework with a *Learning for Life* portfolio.

In addition, program coordinators report that they plan to use information gathered from the 17/18 implementation cycle to inform instruction beginning fall 2018. Adding items to class instruction should strengthen scores on rubric items addressing Principles Four (reflection) and Six (monitoring and continuous improvement). Examples include: 1) asking students to reflect on prior learning and asking them to consider how they will utilize that knowledge during their capstone experience; 2) asking students to reflect on what they have learned about themselves as individuals as well as within the context of a broader community; and 3) reflecting on their future self as an employer.

Information from Program Coordinators

Discussions with program coordinators during the 2017/18 assessment cycle yielded informative information regarding SLOs and rubric use during capstone experiences:

- Some programs are considering making changes to their assessment instead of the rubric and changing verbiage on the assessment instead of the rubric.
- Some programs provide the rubrics to students entering their capstone experience and are discussing changes to the wording of rubrics provided to students so that they will have a better understanding of what raters will be looking for and expecting from them as they go through their capstone experience.
- Benchmarks do not always align with student answers. PCs feel this comes more from the students' understanding of rubric items than the rubrics themselves.
- Survey regarding the "ease of use" for rubric items showed that SLO 2 (students reflect critically) was easier to interpret and assess than SLO 1 (students demonstrate knowledge, skills, and dispositions).
- Information from program coordinators collected on QEP Report Forms are summarized in appendix F.

In addition, Administrator and Faculty surveys and discussions with program coordinators led to identification of rubric items which were the most difficult to interpret. According to program coordinators the most difficult rubric items to interpret were:

1.1 "Correlate prior life experiences with academic knowledge and experiences"
1.2 "Connect concepts through an interdisciplinary perspective"
1.5 "Expand sense of future self through reflection on participation in experiential learning process"
2.2 "Connect prior learning to changes that are direct result of the experiential learning process"
2.4 "Assess what they have learned about themselves as members of a broader community"

Note: 3/5 of the above SLO items are also SLO items with the lowest percentage of "mastery" and "advanced" scores (marked in bold above and under SLO "Rubric Results" on next page).

SLO Rubric Results (See appendix G)

According to rubric assessment data provided by program coordinators, SLO 2 had fewer students score at the "advanced" or "mastery" level than SLO 1 during the fall 2017 assessment. (SLO 1 80% of students scored "advanced" or "mastery", SLO2 70% of students scored "advanced" or "mastery"). As indicated by program coordinators, rubric use for the spring 2018 semester was streamlined and program coordinators and raters felt more comfortable using the rubrics and/or developed assessment tools to help address difficulty assessing SLO. This is reflected in student scores for the spring semester (SLO 1 87% of students scored "advanced" or "mastery", SLO2 88% of students scored "advanced" or "mastery"). The percentage of "advanced" and "mastery" scores for both SLOs were much closer (1% difference) for the spring rating period.

SLOs with the highest percentage of "basic" and "developing" scores are listed below (fall/spring combined):

SLO 2.4   **Assess what was learned as members of broader community** 25% basic/developing

SLO1.2   **Connect concepts through an interdisciplinary perspective** 24% basic/developing

SLO1.5   **Expand sense of future self through reflection** 23% basic/developing

SLO2.5   Assess what was learned about themselves as individuals 21% basic/developing

Recommendations

As *Learning for Life* enters its second assessment cycle, the following recommendations can be made based on data from the 2017/18 cycle.

- Suggest faculty of freshmen and sophomore level courses consider adding activities to student assignments and/or activities which will address the above deficiencies if the data trend continues through future QEP assessment cycles.
- Suggest a more in-depth discussion of incorporating rubric language into lower level coursework prior to students entering capstone experiences. Program coordinators have found that students have trouble understanding rubric items and have difficulty addressing some rubric item questions. If data trends continue, it may be helpful to incorporate basic rubric language more consistently throughout degree programs. Making a change in the class syllabus or language used in lower level classes to include terms such as "connect through an interdisciplinary perspective", "expand sense of future self", "broader community", "reflect", "connect', and "assess" may help the students be more aware of what they will experience during their capstone experience.
- Encourage use of the "Student Reflection Items Aligned with the QEP SLOs" (see appendix H) during exit interviews and capstone course assessments in all programs. Reflections from program coordinators indicate that use of the "Five Questions" document for exit interviews has led to additional discussion and questioning of the students as well as good interaction regarding student experiences. This process also created a more enjoyable exit interview process for the instructors and students.
- Continue rubric development and training. Programs have elected to use the rubrics provided, with no changes to wording, at this juncture. Program coordinators that went through the assessment cycle this academic year felt that the rubrics should be used for another semester or two before decisions can be made regarding changes to the wording of rubric items.
- Suggest programs incorporate activities which allow students to "reflect", "assess" and connect" what they've learned in previous coursework and consider how they will utilize that knowledge during their capstone experience,
- Encourage continued efforts for meaningful student recognition. Feedback from program coordinators and student survey data indicates that NSU students value these recognition ceremonies.
- Discuss transferable skills with students in lower level courses, such as the University Experience course. Instructors can share data from *Learning for Life's* student surveys during appropriate activities, such as when the University Experience class discusses and creates a resume.

- Attempt to incorporate information from student surveys more seamlessly into the QEP. Time Management and Creative/Critical Thinking are skills that students in each type of capstone indicated that they needed to improve. These two skills are both consistent responses on the student pre and post surveys. Addressing Time Management skills in lower level courses and revisiting this skill throughout all programs is encouraged. "Creative and Critical Thinking" will be divided into separate choices on student surveys next year in order to more closely examine these two skills.
- Attempt to more closely connect student survey items to QEP SLO rubrics.
- Share QEP data in the discussion of changes to Career Days which are a part of the University Experience course. This data can also be shared with other support services on campus as needed. Student survey data will also be disseminated to faculty and administration.
- Focus on faculty training and refine rubric language to ensure the reliability and validity of NSU's *Learning for Life's* assessment tools.
- A university wide goal will be established which will help show program growth through at least four years of implementing capstone coursework. The assessment team will discuss this four-year benchmark goal during the fall 2018 semester. Indirect assessment of the QEP will be established by tracking student responses to the Graduate Exit Surveys given by Institutional Effectiveness.

Learning for Life Executive Summary-2017/18 cycle

The goal of NSU's QEP, "*Learning for Life: Experience Your Future*", is to "prepare students to transfer theory into practice as they transition from University settings to a career or advanced study in graduate or professional schools". The foundation laid during the QEP pilot study conducted in spring 2017 was improved upon during the 2017/18 academic year. Establishment of protocol for programs applying for QEP grants, implementation of capstone course work, and completion of an assessment cycle have been successfully achieved. Eight programs have completed a round of fall/spring graduate cohorts with eight more programs ready to begin the assessment cycle in fall 2018. In addition, nine more programs will go through program review in 2018/19.

Providing faculty workshops and attending educational conferences this year have been beneficial to faculty and administrators to learn more about experiential education. As *Learning for Life* moves forward, faculty and administration should embrace future opportunities to attend conferences and present our current QEP initiative to colleagues, students, and stakeholders. With *Learning for Life* protocol successfully established, the relationship between direct and indirect QEP assessment will be strengthened during the 2018/19 cycle through refinement of assessment tools. Faculty and administration will continue to develop and improve assessment tools through corroboration. Collaborative efforts will include: *Learning for Life* workshop held on August 14th, 2018 for faculty; group meetings with program coordinators; QEP assessment team meetings held at least once each semester; and individual meetings with Program Coordinators as needed.

The university benchmark goal of "fifty percent of students will score a three or better" on all SLO rubric items was met for the 2017/18 assessment cycle. In fall, 2018 the Assessment Team will discuss implementing incremental improvement as more program cohorts go through the assessment cycle. Establishing an incremental increase for the percentage of students expected to perform at least at a "mastery" level on SLO rubric items will reflect program growth through several cycles of capstone coursework. All programs are encouraged to incorporate more reflection exercises into their coursework and capstone experience. Focusing on reflection should, theoretically, strengthen scores on SLO rubric items addressing Principle "four" and "six" of the "Eight Principles of Good Practice for All Experiential Learning Activities" espoused by the National Society for Experiential Learning (NSEE).

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. Addressing time management at all levels of university programs is encouraged. Time management should also be addressed in all capstone experiences. 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 next year. 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. Likert scale data from post surveys for all capstone experiences showed growth in "collaboration". The QEP Assessment team will attempt to more strongly connect SLO rubrics (QEP direct assessment) to student surveys (QEP indirect assessment) to better align student skills to rubric benchmarks.

Recognition ceremonies have become an integral part of *Learning for Life.* Students, faculty, and administrators enjoy the ceremonies and many programs already have recognition ceremonies in place. *Learning for Life* has been incorporated into several of these recognition programs by awarding portfolios to students who have completed capstone coursework. Further development of these recognition ceremonies is encouraged. Promotion of NSU's QEP will continue as the process moves forward. Promotion includes: recognition ceremonies within departments, recognition of QEP graduates at fall/spring commencement, and information provided to incoming freshmen during Freshmen Connection. Attention to assessment refinement, faculty/ administrative corroboration, and promotion of *Learning for Life* to all stakeholders will help ensure continued QEP growth next year.

Appendix A

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.

Benchmark	Advanced (4)	Mastery (3)	Basic (2)	Developing (1)
Students will… Correlate prior life experiences with academic knowledge and experiences. **Principle 2**	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.
Connect concepts through an interdisciplinary perspective. **Principle 1**	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).
Adapt and implement previously learned knowledge and skills to new contexts, situations, or scenarios. **Principle 6**	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.
Communicate effectively. **Principles 2 & 6**	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.
Expand sense of future self through reflection on participation in experiential learning processes. **Principle 4**	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.
Demonstrate professional characteristics and behaviors. **Principles 2 & 6**	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.

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.

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

Program	Experience	Spring 2017 Pilot	Fall 2017 - R Fall 2018 - I	Fall 2018 - R Fall 2019 - I	Fall 2019 - R Fall 2020 - I	Program QEP Coordinator
Accounting	Research				X	Nat Briscoe
Addiction Studies	Internship			X		Jody Biscoe
Allied Health (BASAH)	Research			X		Joel Hicks
Biology AD/VT Applied Micro Physical Science	Research Internship Research Research			X		Francene Lemoine
Business Administration	Performance			X		Marcia Hardy
CIS	Performance			X		Jason Powell
Communication	Research				X	Paula Furr
Criminal Justice	Research				X	Bill Shaw
Early Childhood Education	Internship	X				Michelle Fazio Brunson
Electronics Engineering Technology	Research Performance			X		Jafar Al-Sharab
Elementary Ed.	Internship	X				Ramona Wynder
English	Research			X		Sarah McFarland
Child and Family Studies	Internship		X			Rania Salman
Fine & Graphic Arts	Project		X			Matt DeFord
General Studies	Research				X	Steve Hicks
Health & Exercise Science	Internship	X				John Dollar
Health & Phys. Ed.	Internship		X			Jobina Khoo
History	Research Performance				X	James MacDonald
HMT	Internship	X				Valerie Salter
Industrial Engineering Tech.	Project		X			Nabin Sapkota
Liberal Arts	Research				X	Greg Handel
Mathematics	Research		X			Leigh Ann Myers
Music MUS Business	Performance Internship	X				Kristine Coreil
Music Ed.	Internship			X		Sharon Joy
Nursing	Internship		X			Pamela Holcombe
Psychology	Research			X		Terry Isbell
Radiologic Science	Internship	X				Jennifer Michael
RT-BSRS	Research					Jennifer Michael
Resource Management					X	Jack Atherton
Secondary Ed.	Internship		X			Terrie Poehl
Scholar's College	Research	X				Betsy Cochran
Social Work	Internship				X	Ruth Weinzettle
Theatre	Performance			X		Pia Wyatt
Unified Public Safety Administration	Research			X		Jack Atherton

Appendix C

Likert-Type Items	Internship Programs (n=99)				Research Programs (n=46)				Performance-Based Programs (n=21)			
	Pre	*Post*	*Diff.*	*% Δ*	*Pre*	*Post*	*Diff.*	*% Δ*	*Pre (Q7)**	*Post (Q8)**	*Diff.*	*% Δ*
Time management	2.54	2.51	-0.03	-1%	1.89	1.83	-0.06	-3%	2.29	2.39	0.10	4%
Ability to delegate/instruct others	2.35	2.27	-0.08	-3%	1.88	2.29	0.41	22%	2.22	2.29	0.07	3%
Ability to plan/organize events	2.38	2.44	0.06	3%	2.12	2.00	-0.12	-6%	2.22	2.43	0.21	9%
Problem solving	2.36	2.62	0.26	11%	2.52	2.56	0.04	2%	2.34	2.18	-0.16	-7%
Collaboration	2.34	2.64	0.30	13%	2.36	2.64	0.28	12%	2.25	2.44	0.19	8%
Analyze data/audit	2.08	2.15	0.07	3%	1.92	1.73	-0.19	-10%	1.94	1.94	0.00	0%
Manage money/budgets	2.06	2.17	0.11	5%	1.67	1.67	0.00	0%	2.10	1.45	-0.65	-31%
Oral communication	2.22	2.54	0.32	14%	2.01	2.38	0.37	18%	2.34	2.34	0.00	0%
Written communication	2.15	2.50	0.35	16%	2.53	2.29	-0.24	-9%	2.55	2.27	-0.28	-11%
Listening	2.38	2.79	0.41	17%	2.70	2.63	-0.07	-3%	2.43	2.47	0.04	2%
Presentation	1.93	2.38	0.45	23%	2.06	2.13	0.07	3%	2.35	2.18	-0.17	-7%
Ability to give/receive feedback	2.12	2.68	0.56	26%	2.27	2.56	0.29	13%	2.37	2.34	-0.03	-1%

Table title: Fall 2017/Spring 2018 QEP Student Reflection Survey Summary

*Weighted Average, Scale 1-3 (Needs Improvement, Average, Excellent)

Student indication & Data support

Student indication

Skills students indicated will improve during capstone

Appendix D

SLO Rubric Summary Report

Program: _____

Coordinator: _____

	Number of Students for Each Score					
SLO	4	3	2	1	% Met Benchmark	Average Score
1.1					#DIV/0!	#DIV/0!
1.2					#DIV/0!	#DIV/0!
1.3					#DIV/0!	#DIV/0!
1.4					#DIV/0!	#DIV/0!
1.5					#DIV/0!	#DIV/0!
1.6					#DIV/0!	#DIV/0!
2.1					#DIV/0!	#DIV/0!
2.2					#DIV/0!	#DIV/0!
2.3					#DIV/0!	#DIV/0!
2.4					#DIV/0!	#DIV/0!
2.5					#DIV/0!	#DIV/0!

Appendix E

Quality Enhancement Plan

Program Summary Assessment Period: __

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):

Analysis.

Finding.

Decision / Recommendations.

Appendix F

Fall 2017	Early Childhood	Fall 2017	HMT
Measure	9 Hr. residency	Measure	12 Hr internship (400 clock hrs) over one or two semesters
Methodology	Portfolio	Methodology	Mid term and final evaluation and portfolio grade
Program Goal	Concentration on SLO 1	Program Goal	At least 75% of students achieve 70 or higher on SLO 1 and 2 Not Met for SLO 1
Analysis	At least 80% of candidates scored an "Advanced" or Mastery on all benchmarks- Target Met	Analysis	SLO 1- adjustments to evaluator form. SLO 2- Additional reflection questions added to weekly log
Assessment Suggestions:	Establish new program benchmark of "At least 80% of students will score 'Advanced' or 'Mastery' on all SLO rubric items".	Assessment Suggestions:	Training/communication regarding rubric use
Program Decisions	Focus on students ability to reflect on what they have learned in previous coursework and consider how this knowledge impacts their capstone experience, their future self, and their impact on the community.	Program Decisions	Make changes to supervisor eval form and emphasize the importance of in-depth reflection by students.
Fall 2017	Elementary Ed.	Fall 2017	Music (Performance and Internship)
Measure	2 semester residency	Measure	6 hr. capstone based on concentrations
Methodology	Survey instruments and rubrics	Methodology	Recital and/or internship. All students have exit interview with applied professor and two other faculty.
Program Goal		Program Goal	80% of students to graduate w/ an average score of 3 or better.
Analysis	At least 80% of candidates scored an "Advanced" or Mastery on all benchmarks- Target Met	Analysis	Target met for all SLOs (Average scores SLO 1- 3.33 SLO 2- 3.36)
Assessment Suggestions:	See if mean SLO scores can be maintained w/multiple students	Assessment Suggestions:	Focus on SLO benchmark items which had more students score "mastery" than "advanced". (1.3/1.6/2.1)
Program Decisions	See Above	Program Decisions	Continue to develop exit interviews, better identify students entering capstone courses
Fall 2017	H & HP	Fall 2017	RADS
Measure	12 Hour senior internship	Measure	Final 2 semesters/two courses
Methodology	Mid point evaluation by site supervisor and exit interview with university supervisor	Methodology	Students completed a narrative assessment at midterm
Program Goal	50% of students perform at level 3 or 4	Program Goal	100% of students perform at level 3 or 4
Analysis	Target met. 64% of students performed at average score of 3 or better.	Analysis	5/6 items met in SLO 1 (1.5 not met) 3/5 items met in SLO 2 (2.4 &2.5 not met)
Assessment Suggestions:	Focus on SLO with high number of students scoring below 3 (1.2)	Assessment Suggestions:	Compare results w/ written eval only to more thorough assessment mentioned below
Program Decisions	Enchance reflection componenet of internship assignments.	Program Decisions	Use written assessment and evaluatior assessments/ use "5 questions" document
	Assess measures/report results to university supervisor more frequently during semester		

Spring 2018	Early Childhood	Spring 2018	Music (Performance and Internship)
Measure	9 Hr. residency	Measure	6 hr. capstone based on concentrations
Methodology	Portfolio	Methodology	Recital and/or internship. All students have exit interview with applied professor and two other faculty.
Program Goal	Concentration on SLO 1	Program Goal	80% of students to graduate w/ an average score of 3 or better.
Analysis	At least 80% of candidates scored an "Advanced" or Mastery on all benchmarks- Target Met	Analysis	Target met for all SLOs (Average scores SLO 1- 3.33 SLO 2- 3.36)
Assessment Suggestions:	Establish new program benchmark of "At least 80% of students will score 'Advanced' or 'Mastery' on all SLO rubric items".	Assessment Suggestions:	Focus on SLO benchmark items which had more students score "mastery" than "advanced". (1.3/1.6/2.1)
Program Decisions	Focus on students ability to reflect on what they have learned in previous coursework and consider how this knowledge impacts their capstone experience, their future self, and their impact on the community.	Program Decisions	Continue to develop exit interviews, better identify students entering capstone courses

Spring 2018	Elementary Ed.	Spring 2018	RADS
Measure	**2 semester residency**	Measure	Final 2 semesters/two courses
Methodology	**Survey instruments and rubrics**	Methodology	Students completed a narrative assessment at midterm
Program Goal		Program Goal	100% of students perform at level 3 or 4
Analysis	**At least 80% of candidates scored an "Advanced" or Mastery on all benchmarks- Target Met**	Analysis	5/6 items met in SLO 1 (1.5 not met) 3/5 items met in SLO 2 (2.4 & 2.5 not met)
Assessment Suggestions:	**100% of students met benchmark. More students scored a"3" on SLO 1.5 than a "4". Program goal for next year may be to concentrate on SLO1.5**	Assessment Suggestions:	Retain promgram goal of 100% of students perform at level 3 or 4
Program Decisions	**See Above**	Program Decisions	PC feels confident that as students and faculty become more comfortabel with the process that the average score for all objectives will increase.

Spring 2018	HMT	Spring 2018	Research
Measure	12 Hr internship (400 clock hrs) over one or two semesters	Measure	3 semester, 9 hr. capstone experience
Methodology	Mid term and final evaluation and portfolio grade	Methodology	At end of capstone experience, students are assessed twice (oral defencse and after archival copy is submitted).
Program Goal	At least 75% of students achieve 70 or higher on SLO 1 and 2 Not Met for SLO 2	Program Goal	50% of students have an average score of 3 or better
Analysis	SLO 1- adjustments to evaluator form. SLO 2- Additional reflection questions added to weekly log	Analysis	Target met. In addition, the number of incomplete ratings dropped significantly)
Assessment Suggestions:	None. HMT has a comprehensive plan for coninued improvement to their capstone experience.	Assessment Suggestions	Rubric scores were not limited to integer values. Programs comfortable with using SLO rubrics may want to look more closely at decimal scores between intergers.
Program Decisions	Rubrics may need some minor changes reflecting faculty input. Possibly creating and implementing an additional supervisor's evaluation that is confidential and seen only by the supervising instructor. Evaluation of additional course items based on SLO rubrics. Address Moodle deadline issues.	Program Decisions	See above

Spring 2018	H & HP
Measure	12 Hour senior internship
Methodology	Mid point evaluation by site supervisor and exit interview with university supervisor
Program Goal	50% of students perform at level 3 or 4
Analysis	Target met. 79% of students performed at average score of 3 or better.
Assessment Suggestions:	Continue to focus on SLO with high number of students scoring below 3 (1.2)
Program Decisions	From fall 17-Enchance reflection componenet of internship assignments. Findings- reccomend applying benchmarks to a designated 3-4 one-week journal submissions (e.g., week 5, week 10 and week 15).
	Continue to adjust the benchmark rubric to determine skills and dispositions that occur specific to the internship setting (e.g., language reported, exercise techniques implemented, techniques for good bedside manner etc.). HHP has not reached a consensus as to how best to refine the rubric to better reflect specific learning and skills usage common to HHP interns. As we progress with these changes, we may reach a point that we have rubrics for each segment of the fitness industry, to better assess the specific skills and dispositions per intern per segment. We continue to know more, as we grow more.

Appendix G

Program: All Programs

Coordinator: Academic Year 17/18 (N=166)

SLO	Number of Students for Each Score				% Met Benchmark	Average Score
	4	3	2	1		
1.1	70	71	20	5	84.94%	3.241
1.2	51	75	37	3	75.90%	3.048
1.3	63	84	17	2	88.55%	3.253
1.4	81	70	12	3	90.96%	3.380
1.5	60	68	31	7	77.11%	3.090
1.6	77	68	17	4	87.35%	3.313
2.1	72	71	18	5	86.14%	3.265
2.2	57	80	25	4	82.53%	3.145
2.3	61	78	22	5	83.73%	3.175
2.4	48	77	36	5	75.30%	3.012
2.5	65	66	29	6	78.92%	3.145

<u>Appendix H</u>

Student Reflection Items aligned with the QEP SLOs

In order to provide standardization for how students will complete their structured reflections and in order to align reflections with the SLOs, the QEP team developed the following items that should be included in the midterm and final evaluation of the students' participation and reflection upon their experiential learning courses. For example, these items could be included in a midterm and exit interview, as part of a larger portfolio, as part of a student survey, 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