

1 Student Learning Outcome

Student Learning Outcome: An area of focus for improvement in student learning.:

Students will define the problem from a case scenario and formulate a solution.

1 Measure 1

How will the data be obtained?: Rubric

Is this measure direct or indirect?: Direct

Measure : Specific method used to collect evidence of the outcome.:

Case scenario assignments are assessed for students' ability to define the problem, using Item #2 on the instructor's grading rubric. Assignment description and rubric are attached.

Attached Files

[Case Scenario Project.docx](#)

[Case Scenario Rubric.docx](#)

1 Measure 2

How will the data be obtained?: Rubric

Is this measure direct or indirect?: Direct

Measure : Specific method used to collect evidence of the outcome.:

Case scenario assignments are assessed for students' ability to formulate a solution, using Item #5 on the instructor's grading rubric. Assignment description and rubric are attached.

Attached Files

[Case Scenario Project.docx](#)

[Case Scenario Rubric.docx](#)

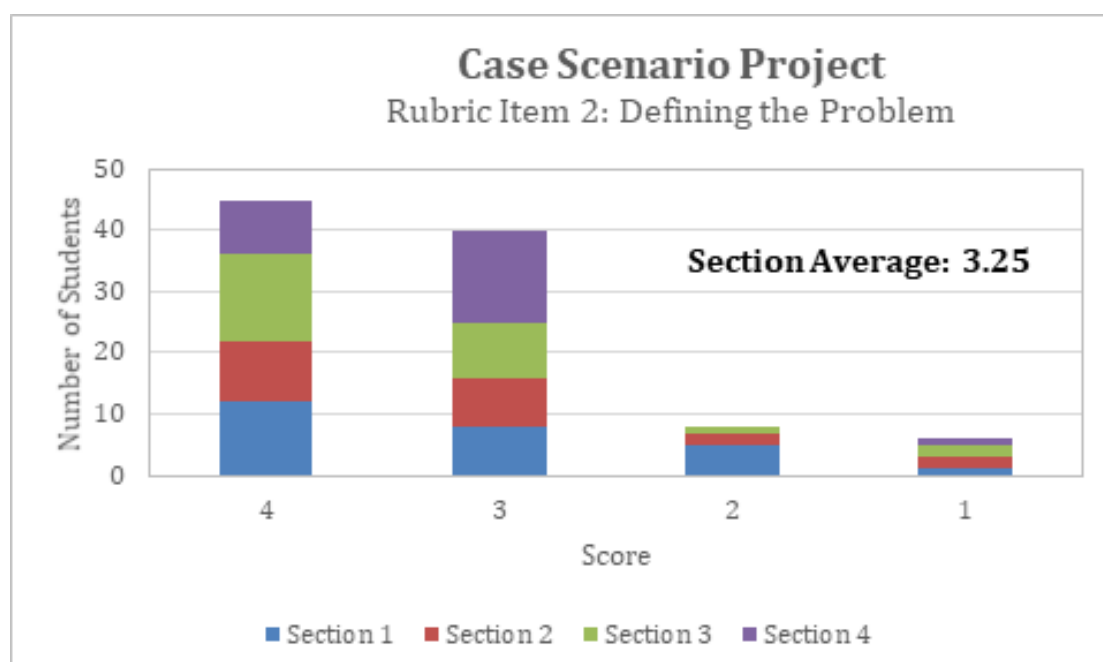
1 Results

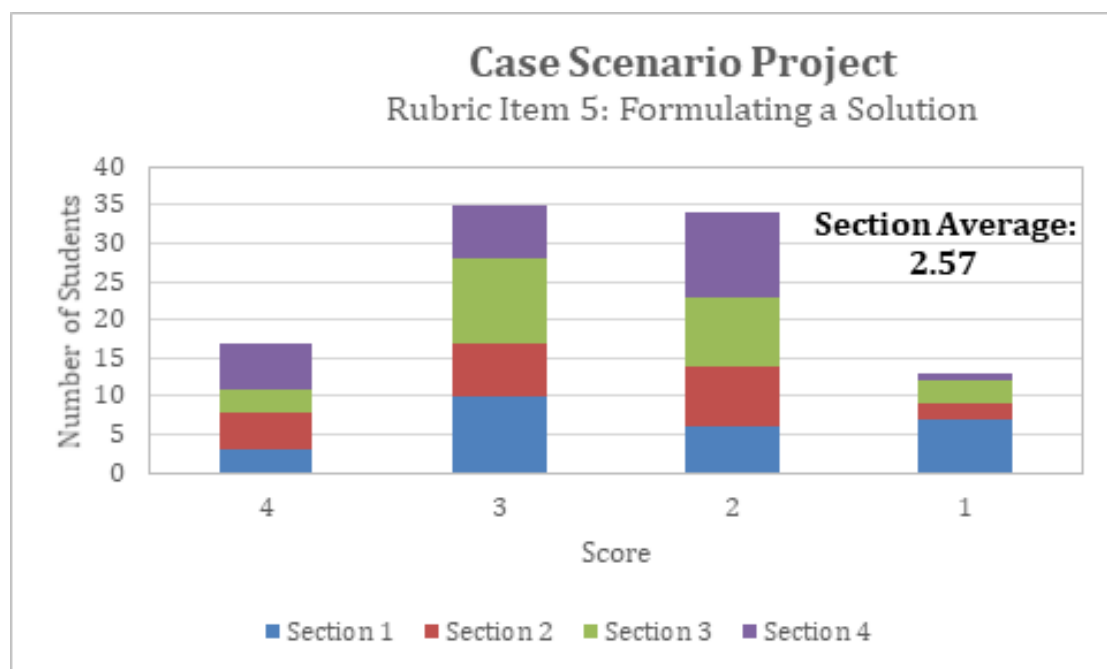
Results: Summary of analyses for each measure.:

Near the end of the previous academic year, program faculty developed the case scenario project and the associated grading rubric. The case scenario project and rubric were implemented for all capstone course sections during the Fall 2016 semester.

In order to foster greater consistency and reliability in scoring, course instructors shared examples of graded work during the end-of-semester faculty meeting, specifically one project that scored highly and one that scored poorly. Based on this "calibration" discussion, the case scenario project instructions were clarified and the rubric was improved for the following semester.

For this assessment, rubric items #2 and #5 were collected during the 2017 Spring semester. As the graphs demonstrate, students scored well on rubric item #2 (Section Average=3.25), defining the problem, but lower on item #5 (Section Average=2.57), formulating the solution.





Attached Files

[Chart1.crtx](#)

[Chart2.crtx](#)

1 Interpretations and Trends / Strategy for Improvement

Interpretations and Trends: Interpretations of analyses and trends related to the outcome.:

During post-assessment discussions, course instructors identified lack of creativity as the most significant contributor to lower scores on formulating a solution.

Baseline data was collected during this assessment cycle. Re-assessment will occur during the next academic year to determine if improvements in formulating a solution are observed.

Strategy for Improvement: Specific strategy for improvement selected for implementation during the next 3-year assessment cycle.:

Course instructors identified creativity of solutions as the area most in need of improvement. Several ideas surfaced in faculty discussions about how to improve in this area:

- Supplement capstone course lectures with examples of real world problems. Lead a discussion to generate solutions, especially creative solutions.
- Teach students about brainstorming and how to think "outside the box."
- Add an item on the case scenario project rubric specifically pertaining to "creativity of solution."
- Add assignments in other courses taken prior to the capstone that help foster creative problem solving.

For the next assessment cycle, faculty decided to implement the following strategies for improvement:

- Supplement capstone course lectures with examples of real world problems. Students will form small groups and talk about possible solutions, with the emphasis on creative thinking. After the small group discussions, the instructor will lead a large group discussion to talk about the proposed solutions and why certain solutions are more creative than others.
- Add an item on the case scenario project rubric specifically pertaining to "creativity of solution."
- At an upcoming department meeting, the program coordinator will propose adding assignments that foster creative problem solving in other courses (prior to the capstone course). This may be an improvement that could be implemented during the next few years.

2 Student Learning Outcome

Student Learning Outcome: An area of focus for improvement in student learning.:

2 Measure 1

How will the data be obtained?:

Is this measure direct or indirect? :

Measure : Specific method used to collect evidence of the outcome.:

2 Measure 2

How will the data be obtained?:

Is this measure direct or indirect? :

Measure : Specific method used to collect evidence of the outcome.:

2 Results

Results: Summary of analyses for each measure.:

2 Results

Results: Summary of analyses for each measure.:

2 Interpretations and Trends / Strategy for Improvement

Interpretations and Trends: Interpretations of analyses and trends related to the outcome.:

Strategy for Improvement: Specific strategy for improvement selected for implementation during the next 3-year assessment cycle.:

3 Student Learning Outcome

Student Learning Outcome: An area of focus for improvement in student learning.:

3 Measure 1

How will the data be obtained?:

Is this measure direct or indirect? :

Measure : Specific method used to collect evidence of the outcome.:

3 Measure 2

How will the data be obtained?:

Is this measure direct or indirect? :

Measure : Specific method used to collect evidence of the outcome.:

3 Interpretations and Trends / Strategy for Improvement

Interpretations and Trends: Interpretations of analyses and trends related to the outcome.:

Strategy for Improvement: Specific strategy for improvement selected for implementation during the next 3-year assessment cycle.:

Contacts

Assessment Contact:

Supervisor:

Start: 07/01/2017

End: 06/30/2018