Part I: Follow-Up on Last Year’s Assessment Report Recommendations

Based on the recommendations and planned actions from your last assessment report, please discuss actions and/or follow-up, as well as their results.

1. Discussion of the rubric will be held in conjunction with a faculty meeting so that there can be more representative input on the rubric

   This has not happened in part because we are no longer convinced that a revision of the rubric is in order as explained below.

2. Complete revision of rubric during the 2013-14 academic year

   A subcommittee of SNLTLA developed a revised draft of the Advanced Project Rubric attempting to clarify language and eliminate “double-barreled” questions. However, that draft has not been tested by the larger committee to see if it is better in practice than the current version. Given our success this year in using the existing rubric to assess students’ development of the learning outcome with high interrater reliability we are hesitant to replace it without careful consideration.

3. Include rubric in required documentation for Advanced Project submissions

   While some faculty mentors ask students to complete and submit the Advanced Project rubric with their Advanced Projects, we have not succeeded in firmly establishing this practice within the School.

4. Provide rubric assessment training for all the assessors after necessary changes to the rubric have been made
Because we have not committed to the revision of the rubric, we have not offered any training related to it. We plan to resolve this issue this year and to offer training on either the new or the old rubric.

5. Increase sample size and number of projects with mentor-mentee-PA assessments

We have not increased the number of projects that have been assessed by the entire academic committee.

Part II: Report on This Year’s Assessment Project

While your annual assessment project may have assessed multiple learning outcomes, this report should focus on just one program learning outcome.

Abstract
To better serve its student population, the School for New Learning piloted a course through which SNL students could complete their capstone experience, the Advanced Project, traditionally completed independently while working closely with their Faculty Mentor. The learning outcome for Advanced Project is: **Can design and produce a significant document that gives evidence of advanced competence in one’s own focus area.**

This assessment project investigated how successful the pilot AP courses were by interviewing instructors, surveying the students, and comparing final AP assessments. We found that, successful completion of the Advanced Project by AP course students was high compared to students who completed their Advanced Projects independently. This gain in completion rate came at no discernible cost to the overall quality of the final Advanced Projects. This assessment concludes by recommending the continued implementation of Advanced Project courses, which SNL faculty have already voted to approve.

Learning Outcome Assessed

**Can design and produce a significant document that gives evidence of advanced competence in one’s own focus area.**

This learning outcome was assessed using a rubric that included the following criteria:

**Inquiry**
*Demonstrates understanding of the broader context of a particular problem, issue, or theory*

**Decision Making**
*Demonstrates use of direct investigation, hands-on experience, application of theories or secondary analysis to independently address the problem, issue, or theory, and shows how this method connects to the larger theoretical framework and standards in the field.*

**Writing**
*Demonstrates effective presentation, coherence, organization, and academic standards in final documentation of the Advanced Project*

**Self-Assessment**
Reflects on learning process and competence gained through completing Advanced Project

Learning from Experience
Demonstrates connection between personal or professional experience and interest in a particular problem, issue, or theory

Data Collection and Methodology

In order to provide information for the School for New Learning faculty about the pilot courses, the SNL Assessment Center undertook to gather information about the student experience, the faculty experience, and the final products that students submitted for F11 and F12 competences. Methods employed were (1) a student survey of the two AP pilot courses, both open and close-ended questions; (2) a survey of two AP course and one AP Workshop instructors, and (3) the assessment of student submitted and approved work using the Advanced Project rubric as a statement of our desired learning outcomes. Results of the assessments were compared by the four delivery modes: Independent, AP course--Open Topic, AP course--Leadership Theme, and AP Workshop (for readmitting students).

The instructors for the AP course and workshop responded to questions about the theme of the course, the course’s connection with students’ Focus Areas, the involvement of the Academic Committee in the course, the AP final products, the class format, and the use of DePaul resources. Finally, instructors also had an opportunity to address any concerns they had that were not covered in the scope of the survey. The list of questions posed to instructors can be found in the appendix.

The Advanced Project Course student survey used both open-ended and close-ended questions, allowing both for quantitative analysis in terms of frequencies, percentages, and histograms, as well as qualitative analysis of students’ comments. Overall, the response rate from the students was high at 60% (27 responses for 45 total students total in both classes). The appendix provides the full survey instrument.

The final part of this AP evaluation was to discern any disparity in student learning among the different completion methods of (1) independently completed AP products; (2) Advanced Projects completed through an open topic or (3) themed course; and (4) Advanced Projects completed through the AP Workshop. In order to tease out potential differences, 10 completed advanced projects were drawn from each of these 4 completion methods to create a test sample of final Advanced Projects. These advanced projects were then assessed against the AP rubric, with the assessing faculty blind as to which completion method the advanced projects belonged. Ten faculty assessed a total of 40 advanced projects.

In order to ensure consistency among the AP assessors, the assessors attended a norming session where they all graded the same sample advanced project. Overall, our findings suggest good internal consistency reliability of the AP rubric, and almost perfect absolute agreement on average between ten raters on one randomly selected project. This gives us confidence that although our ten assessors read different projects, they would have come close to agreement on the scores that they gave. The appendix provides the complete Advanced Project Rubric used by the faculty assessors.

Following the AP Rubric, “acceptable performance” for the students is defined as a score of 3 or higher on a 5 point assessment scale. The rubric assesses 5 different aspects of the students’ work using that scale. Those aspects include “Learning from Experience,” “Inquiry,” “Decision-Making,” “Writing,” and “Self-Assessment.”
Results

This study reached the following four main conclusions:

1) Students and faculty agree that the biggest challenge of the AP course is the short, 11 week time frame;

2) Students and faculty agree that peer support as well as the structure for assignments with faculty feedback are the keys to student success in the AP course.

3) Most students do communicate with their Faculty Mentors and Professional Advisors during the course so that they benefit from both the structure of the course and one-on-one advising.

4) Students in all four methods of completing Advanced Project demonstrate statistically similar levels of the five learning objectives represented in the AP rubric.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th># Students Assessed</th>
<th># Students with Acceptable or Better Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can design and produce a significant document that gives evidence of advanced competence in one’s own focus area.</td>
<td>40</td>
<td>28</td>
</tr>
<tr>
<td>Advanced Project Course, Theme</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Advanced Project Course, Open</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Advanced Project Workshop</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Advanced Project Independent</td>
<td>10</td>
<td>7</td>
</tr>
</tbody>
</table>

Interpretation of Results

We found broad agreement between the students and faculty that the Advanced Project course was very effective at helping students successfully complete their capstone project. The completion rates show this, and our blind faculty assessment of randomized Advanced Projects
showed no significant difference between the Advanced Project courses and independent Advanced Projects in terms of final grade. All four completion methods develop the learning outcome successfully. The AP course with a preset theme was least successful. In this course, students were asked to fit their professional interests into the broad category of “leadership”. Perhaps some students struggled to do so. However, our statistical analysis showed that differences in students’ scores were not significant.

**Recommendations and Plans for Action**

Based on the results of your assessment project, what recommendations do you have to improve students’ achievement of this learning outcome in the future?

We recommended that

1. Advanced Project courses are routinely scheduled for students based on higher completion rates over independent projects and comparable achievement of the learning outcome.

2. Students and faculty developing this competence or learning outcome outside of the course format rely on a similar structure of assignments and regular communication to increase completion rates.

3. The Advanced Project Champion should integrate the AP rubric into the course design to ensure that future instructors are following the successful model.

4. Writing Fellows from the Writing Center were seen by students to be a tremendous asset and should be integrated into the Advanced Project course.

**Based on your recommendations for improvement, please describe your plans for implementing your recommendations. Please explain:**

- Your expected timeline for each of these actions.
- Any potential barriers you see to implementing these actions.

1. This report was presented to faculty in April, 2014. Based on this assessment, they voted to routinely schedule AP courses for students in order to enhance their completion rates and continue their development of the learning outcome.

2. Many faculty have commented that the assessment of the AP course model has changed the way they practice when working with students independently where they provide additional structure and meet more frequently.

3. The design of the online version of the AP course includes the integration of the AP rubric, which will help to ensure that this course will achieve the learning outcome and to encourage students to be aware of the criteria of the learning outcome as they proceed through the course.

4. Writing Fellows from the Writing Center have been integrated into the design of the online version of the AP course, which supports student completion as well as the quality of their work. However, the on campus version of the course is not currently working with Writing Fellows.
Appendices
## Appendix A – Advanced Project Rubric

### Advanced Project Rubric

<table>
<thead>
<tr>
<th>Learning from Experience</th>
<th>Point</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contextualizes personal or professional experience within the particular problem, issue, or theory</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Relates personal or professional experience to the particular problem, issue, or theory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explains personal or professional experience and interest in a general problem, issue, or theory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies personal or professional experience and summarizes a general problem, issue, or theory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No discussion of personal or professional experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No evidence of discussion of a problem, issue, or theory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inquiry</th>
<th>Point</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthesizes what others have said/done about a given problem, issue, or theory and accesses appropriate/related existing resources.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Analyzes the context of what others have said/done about a given problem, issue, or theory and accesses appropriate/related existing resources.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Summarizes what others have said/done about a given problem, issue, or theory and accesses appropriate/related existing resources.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Describes broader context of a particular problem, issue, or theory, but no evidence of access to appropriate/related existing resources/literature.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No evidence of understanding of broader context of a particular problem, issue, or theory, nor access to appropriate/related existing resources/literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision Making</td>
<td>Choosing and explaining appropriate direct investigation, hands-on experience, theory application, and/or secondary analysis to independently address the problem/issue/theory. Justifies connections with the larger theoretical framework.</td>
<td>Choosing and summarizing appropriate direct investigation, hands-on experience, theory application, and/or secondary analysis to independently address the problem/issue/theory. Establishes a connection to the larger theoretical framework.</td>
<td>Choosing appropriate direct investigation, hands-on experience, theory application, or secondary analysis to independently address the problem/issue/theory. Does not explain a connection to larger theoretical framework.</td>
<td>Choosing direct investigation, hands-on experience, theory application, or secondary analysis to independently address the problem/issue/theory, but method is not appropriate. Does not explain or connect to larger theoretical framework.</td>
<td>No evidence of an appropriate direct investigation, experience, application, or secondary analysis to independently address the problem/issue/theory.</td>
<td></td>
</tr>
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<td>---</td>
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</tr>
<tr>
<td>Writing</td>
<td>Logically organizes a clear, effective presentation of the final documentation of the Advanced Project according to the purpose and audience of the project. Consistently uses appropriate format and citation style and includes supporting materials (when necessary).</td>
<td>Organizes with coherence and clarity; and appropriately presents final documentation of the Advanced Project for the purpose and audience. Mostly demonstrates appropriate academic standards (format, citation, supplements).</td>
<td>Organizes with coherence and clarity and presents final documentation of the Advanced Project for the appropriate purpose and audience. Does not demonstrate appropriate academic standards (format, citation, supplements). Has several errors (grammar, fluency).</td>
<td>Presents final documentation of the Advanced Project for the appropriate purpose and audience. Lacks organization, coherence, and clarity. Does not use appropriate academic standards (format, citation style, supplements). Has many errors which make understanding difficult.</td>
<td>Final documentation of the Advanced Project is incomplete and is not effectively presented for the purpose and audience.</td>
<td></td>
</tr>
<tr>
<td><strong>Self-Assessment</strong></td>
<td><strong>Evaluates</strong> how the project achieved its intended purpose, how it was executed, and how it contributes to the field.</td>
<td><strong>Analyzes</strong> how the project achieved its intended purpose, how it was executed, and how it contributes to the field.</td>
<td><strong>Describes</strong> how the project achieved its intended purpose, how it was executed, and how it contributes to the field.</td>
<td><strong>Summarizes</strong> how the project achieved its intended purpose, how it was executed, or how it contributes to the field.</td>
<td><strong>Identifies</strong> learning outcomes and/or plans.</td>
<td><strong>No evidence of reflection on learning or plans for future learning.</strong></td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>Reflects on learning process and competence gained through completing Advanced Project</strong></td>
<td>Appraises the characteristics of the learning process and examines implications for future learning.</td>
<td>Assesses the learning process and relates to ideas for future.</td>
<td>Summarizes learning process and identifies ideas for future.</td>
<td></td>
<td></td>
<td></td>
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Teaching the Advanced Project Course: Instructor Survey

First of all, thank you so much for piloting the Advanced Project Course this quarter. As you know, BACA, TLA, and Mechthild Hart, the AP champion, are in the process of assessing the value of the course from a variety of perspectives, yours being the primary one. We therefore ask you to give us your answers to the questions below.

This survey is not anonymous. We are not assessing your quality as an instructor but the challenges and benefits of guiding students through the process of working on their AP within the format of a class. Your answers are most important for improving or re-designing the course before submitting it to the full faculty for review and approval.

The survey addresses six major areas:

I. Theme/ Open Topic
II. Connection with Focus Area
III. Involvement of the Academic Committee
IV. AP Products and Class Format
V. Use of DePaul Resources
VI. Comments and Questions

Your name:

Course title:

No. of students enrolled in your course:

I. Theme, Open Topic

In case you had a specific umbrella theme:

- What were the benefits of having the class organized around a common theme?
- What were the challenges?
- Did the theme assist students in finding a particular connection to their FA?
- Did offering a common theme make it more difficult for some students to find a related link to their FA?

In case you had an open topic:

- What were the benefits of an open topic?
- What were the challenges?
- Was it distracting to have many different topics addressed in the same class?
- Do you think the students benefitted from the class format
  - Despite the open topic?
II. The Focus Area
Some faculty raised concerns regarding a possible conflict between the AP course format and the integrity of the FA. The AP course may very well make it more difficult for students to stay connected to their particular focus area, despite occasional (or regular) contacts with their Academic Committee.

- Was this concern confirmed by students in your class? If so, what challenges did it pose
  - For the students?
  - For you as the instructor?
- Do you have any suggestions for how to remedy this difficulty?
- Did you observe any other difficulties regarding the fit of the students’ particular project with their FA?
- In what way was the Academic Committee involved in the construction of particular AP topics?
- What guidance did you provide, and in what form, that assisted students in linking their AP to their particular FA? Please describe.

III. Involvement of the Academic Committee
According to the course template you were provided with, students are asked to contact their AC at various points in the class, and for various purposes.

- Did you explicitly ask students to make these contacts, and if so,
  - How many?
  - At what point in the course?
  - For what particular purpose? (such as consultation, progress report, feedback)
- Were these contacts integrated into the course requirements?
- If so, what evidence did students have to submit?
- How would you describe the benefits of student-AC contacts?
- Did you observe any difficulties the course format could have created for students’ relationship to their AC? (Please describe)
- Do you have any specific suggestions for how to structure what kind of student-AC contacts into the AP course format? Please be specific in terms of
  - Number of contacts
  - Type of contacts
  - At what point in the student’s AP process

IV. Class Format and AP Product
The final AP product (the F-11) can come in two basic forms: (1) including two deliverables - an “artifact” and an analysis paper that provides a theoretical or analytical context for the particular artifact it accompanies; or (2) consisting of a stand-alone research paper.

- How many students in your class chose type 1?
- How many type 2?

Class Format

- Did the course format pose more challenges for one of the two AP forms? If so, please describe.
- Did the course format assist students in carrying through specific activities involved in their particular project? If yes, please describe which activities.
- How would you describe the benefits of a learning group in terms of student support and capacity to carry the project through?
- Were there any challenges posed by the existence of a learning group? If yes, please describe.

Rate of Completion

Based on your experience with teaching the AP course, do you think the course format contributed to more students reaching a point of completion, or near-completion, than if they had followed the independent, AC-guided route?

- If yes, please describe what in particular contributed to student success.
- If no,
  - Could the course structure, or parts thereof, have contributed to difficulties? If yes, please describe and, if possible, make some suggestions for improving the course structure.
  - Could it be that regardless of constructing an AP via a course or an AC-guided individual effort the challenges and rate of completion are pretty much the same?

Quality of Products

Since you have been a faculty mentor for a number of years you can draw on a lot of background experience and related data concerning the range of quality of student APs. You may agree that when seen over the span of years of mentoring students APs typically range from “just passable” to “absolutely outstanding,” but with the majority in between these two.

- In your opinion, how would you describe the range of quality of AP products in your course?
- Do you think the course format contributed to generally higher quality? If so, can you specify what was particular helpful to improve students’ academic performance?
- Do you think the course format contributed to lower quality? If so, please describe what you consider the most prominent or possible factors impeding student performance.

V. Use of DePaul Resources

DePaul offers a variety of resources for students working on major projects that require research (library, direct) and writing. In cases where students’ projects involve human subjects, IRB training may be required. If you have used any of the following, please describe a) how you or the students drew on these resources, and b) what benefits you can see in terms of student support and quality of product.

- DePaul IRB
- DePaul library services (such as individual student consultation, in-class library session, other)
- Writing Center (such as individual student appointments; in-class writing tutorial; use of writing fellows, other)

VI. **General Comments and Questions**

- What were your biggest challenges teaching this course?
- The greatest benefits?
- Do you think teaching this course has benefitted your work as a faculty mentor? If so, in what way?

And in case this question has not been addressed in your answers to previous questions,

- Do you have any specific suggestions for improving or restructuring the course? If so, please describe.

Last but not least,

- Would you consider teaching the course again?
- Any other comments?

THANK YOU FOR YOUR COOPERATION!
Taking the Advanced Project Course: Student Survey

SNL Faculty mentors and advisors are currently gathering information in order to make a final decision about continuing to offer the Advanced Project Course. Your input is extremely important for us. Please take a few minutes of your time in answering the questions below.

Focus Area

1. What is the title of your Focus Area? ____________
2. Was it difficult to find a topic that related to your Focus Area? Yes__ No__
   If yes, select all that apply:
   □ (In case the class had a specific title) Because the class topic did not quite fit the title of your Focus Area
   □ Because you were overwhelmed by too many choices
   □ Because you did not get sufficient support or advice from your instructor
   □ Because you did not get sufficient support or advice from your Academic Committee

   If no, select all that apply:
   □ Because you entered the course with some clear ideas
   □ Because you consulted with your Academic Committee and received helpful suggestions
   □ Because class exercises, assignments, and instructor feedback were clear and helpful

Academic Committee

1. Did you consult with your Faculty Mentor before or during the course? Yes__ No__
2. Did you consult with your Professional Advisor? Yes__ No__
3. If no, why did you not get in touch with a member of your Academic Committee?

4. If yes, how many times did you get in touch with your Faculty Mentor?
   □ 1
   □ 2
   □ 3 or more

   How many times with your Professional Advisor?
   □ 1
   □ 2
   □ 3 or more
5. What were your reasons for contacting your Faculty Mentor or Professional Advisor? Please select all that apply:
   - [ ] For consultation
   - [ ] For sharing information about where you were in the process
   - [ ] For specific feedback on a draft (or drafts)
   - [ ] Because my instructor required me to do so

6. When you contacted the members of your Academic Committee, what was the most beneficial? (Pick one)
   - [ ] Ideas and suggestions
   - [ ] Concrete feedback
   - [ ] Support and encouragement
   - [ ] Did not contact Academic Committee
   - [ ] Other (please describe)

The AP Product

The final AP product (the F-11) can come in two basic forms: (1) including two deliverables - an “artifact” and an analysis paper that provides a theoretical or analytical context for the particular artifact it accompanies; or (2) consisting of a stand-alone research paper.

1. Which form did you pursue? (Pick one)
   - [ ] Form 1
   - [ ] Form 2

2. Did you complete the project?
   - [ ] Yes
   - [ ] Not at all
   - [ ] No, but almost completed
   - [ ] No, confused about how to continue working and completing the project

If your response was “No, but almost complete,” please list what is left for you to do.

3. In this course, please rate the degree to which you find the items below as challenging (1=not at all challenging, 5=very challenging)

   Finding a manageable focus
   1----------------------2---------------------3---------------------4---------------------5
   Not at all          Not  Slightly                              Very
   Challenging       Challenging        Challenging                Challenging                Challenging

   Finding sources, collecting data, and pulling all the information together.
   1----------------------2---------------------3---------------------4---------------------5
   Not at all          Not  Slightly                              Very
   Challenging       Challenging        Challenging                Challenging                Challenging
Working on different pieces of the AP, and making the right connections
1----------------------2---------------------3---------------------4---------------------5
Not at all          Not   Slightly                              Very
Challenging        Challenging Challenging Challenging                Challenging

Doing all of AP within 11 weeks
1----------------------2---------------------3---------------------4---------------------5
Not at all          Not   Slightly                                Very
Challenging        Challenging Challenging Challenging                Challenging

4. What was your biggest challenge?

______________________________________________________________________

5. Can you see any future possible use of your AP final product outside of SNL? If so, in what way?

______________________________________________________________________

The Class

Which of the following were beneficial to your learning? (Select all that apply)

☐ Class exercises
☐ Support and encouragement from other classmates
☐ Feedback from the instructor
☐ Feedback from Writing Fellows (in case you had one assigned to you)
☐ Weekly assignments that kept you on track
☐ Other (please describe)

DePaul Resources

Which of the following did you find useful? (Select all that apply)

☐ The Writing Center
☐ Library instruction
☐ Use of library computer lab
☐ Writing Fellow (if applicable)
☐ IRB training (if applicable)

Final Comments (Optional):

Please make any other comments on the course what you found useful, what you found problematic, and what you would like to be done differently for the benefit of future SNL students.
THANK YOU FOR YOUR COOPERATION!

Appendix D – Charts and Figures

Histograms from Student Survey of Advanced Project Courses

1) Difficulty Finding a Manageable Focus

In finding a manageable focus for their AP, students reported mean difficulty level of 3.2.

2) Difficulty finding sources, collecting data, and pulling all the information together

Mean = 3.22
3) Difficulty working on different pieces of the AP, and making the right connections

![Histogram showing difficulty working on different pieces of the AP. Mean = 3.22]

4) Doing all of AP within 11 weeks

![Histogram showing difficulty doing it all within 11 weeks. With a mean of 3.89 on a scale of 5, students seem to agree that the brief time period of the course makes the AP more difficult to complete.]
## Average and Standard Deviation of scores on AP Rubric Categories by Completion Method

<table>
<thead>
<tr>
<th>Completion Method</th>
<th>Independent</th>
<th>Open Topic</th>
<th>Themed</th>
<th>Workshop</th>
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<tr>
<td></td>
<td>Mean</td>
<td>Std. Dev.</td>
<td>Mean</td>
<td>Std. Dev.</td>
</tr>
<tr>
<td>Learning from Experience</td>
<td>3.1</td>
<td>1.60</td>
<td>3.3</td>
<td>0.95</td>
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<td>Inquiry</td>
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<tr>
<td>Decision Making</td>
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<td>1.43</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Self-Assessment</td>
<td>2.2</td>
<td>1.62</td>
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<td>0.74</td>
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