

**TEAGLE Grant Pre-test Capstone Course Essay Prompt  
(given to students during the 1<sup>st</sup> week of the course)**

The seminar or course is designated as a capstone course in the XXXX major. In order to assess your understanding and expectations of the course, please write a brief essay addressing the following questions:

- 1) What is a capstone course?
- 2) As a capstone course, how will this class differ from your previous courses in this major?
- 3) What knowledge, skills and values do you think you will develop or enhance by taking this course?
- 4) How do you anticipate this course will meet the expectations you had in deciding to become a XXXX major?

**TEAGLE grant Post-test Capstone Course Essay Prompt  
(given to students as an end of the semester writing assignment or as an essay on a final exam)**

Now that you are at the end of this capstone courses, please assess your understanding of the goals of a capstone experience in relation to what you gained from taking the course. Please write a brief essay addressing the following questions:

- 1) What is a capstone course?
- 2) As a capstone experience how did this seminar/course differ from previous courses in your major?
- 3) What knowledge, skills and values did you develop or enhance by taking this course?
- 4) How did this course fulfill the expectations you had when you decided to become a XXXX major?

**Note: Student need to complete a release form since these essays will be used for the purpose of program assessment. Contact Kathy Harring for a copy of a release form.**

**TEAGLE Pre-Post Capstone Essays Results  
Fall 2008**

<b>Course</b>	<b>Number of Students Who Changed Definition</b>	<b>Number of Students Who Did Not Change Definition</b>
PSY 402	13	5

*Skills Students Learned:* reading, writing, critical reasoning, oral communication, experimental design/methodology, retention of material, practical application, interpersonal skills, integration of ideas, independence, confidence, personal growth, self-awareness, higher level thinking

<b>Course</b>	<b>Number of Students Who Changed Definition</b>	<b>Number of Students Who Did Not Change Definition</b>
ENG 516	6	6

*Skills Students Learned:* writing, critical thinking, self-reflective thinking, independent learning, oral communication, research skills, ability to listen, independent learning, peer learning, interpersonal skills, connections among concepts, multiple perspectives, idea development, improved content knowledge, knowledge of negative capability, literary criticism, annotated bibliography, rhetorical analysis, confidence

<b>Course</b>	<b>Number of Students Who Changed Definition</b>	<b>Number of Students Who Did Not Change Definition</b>
BIO 412	3	4

*Skills Students Learned:* analytical reading, scientific writing, critical thinking, research strategies, oral communication, interpersonal skills, independent thinking, improved content knowledge, practical application, critical analysis of science in media, handle ambiguity, connections among concepts, learned to challenge myself, synthesis, integration, higher order thinking, career development

<b>Course</b>	<b>Number of Students Who Changed Definition</b>	<b>Number of Students Who Did Not Change Definition</b>
All 3 Courses	22	15

*Skills Students Learned Across the Three Courses:* Writing, critical thinking, oral communication, independence, interpersonal skills, and connections among concepts.