

MOHAWK COLLEGE

Assessing Basic Cognitive Skill Development and Transferable Life Skills in College Students from Admission to Graduation

PROJECT OVERVIEW

This project aims to **build a profile of a Mohawk graduate** that covers **basic cognitive skills** (reading, writing and numeracy) and **transferable life skills** (such as motivation, confidence, career clarity and time management), including applicable program learning outcomes and their relationship to Mohawk's institutional learning outcomes. In the process, the project will validate new and existing assessment tools designed to measure the skills of both incoming and graduating students.

The vast majority of new students at Mohawk College participate in a post-admission assessment and survey process. This project will both update and build upon this routine practice of assessing incoming skill levels and individual characteristics. It will update the Student Entrance Survey (SES) and integrate reading, writing and numeracy test questions into first- and final-year assessment tools. The project will assess critical thinking using a validated rubric to evaluate embedded assignments in first- and final-year (i.e., capstone) courses.

A secondary goal of the project is to create a more streamlined, efficient and student-friendly survey and assessment process. It will serve as an opportunity to research and pilot different methods of administering assessments, including online assessments.

RESEARCH QUESTIONS

1. How do students' basic cognitive skills — reading, writing and numeracy — develop and change between intake and graduation?
2. How do motivation, confidence, determination and time management (and similar skills surveyed in the SES) change throughout a student's college experience?
3. How are skills in the SES related to reading, writing and mathematics outcomes?

CONTACT INFORMATION

For more information about Mohawk College's LOAC project, please contact:

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