Tracking, Documenting and Assessing Experiential Learning

Adrian Hall, Academic Researcher
Maria Palmieri, Assistant Professor
University of Cincinnati
Overview

• Course

• Programs

• Assessment
Overview

- Course
- Programs
- Assessment
UC’s eCurriculum system | where courses are born

Request that this course be approved for the **Honors** "H" designation. If this course is approved for honors, an "H" will be available for display on the transcript and online system.

- Yes  
- No

Request that this course be approved for the **International/class-section level**.

- Yes  
- No

Request that this course be approved for the **Internship** "N" designation.

- Yes  
- No

Request that this course be approved for the **Undergraduate Research** "R" designation. If this course is approved for undergraduate research, an "R" will be available for display on the transcript and online system.

- Yes  
- No

I recognize that research courses at UC need to address certain expectations related to student learning, faculty development, and benefits to the community. In that spirit, where you are unable to certify a component, provide additional explanation, in the space provided:

- [ ] I have designed the course with all or a substantial part of the learning experience to include student inquiry or contribution to original intellectual or creative work.
- [ ] I have designed this course to include appropriate supervision or mentoring which might include: 1) independent research undertaken by the student (thesis, independent study), assistance on a faculty member’s research project.

**Explanation (optional):**

**Describe the research component(s) for the course and how they support the learning outcomes:**

Students will attend institutional research conferences and look at some wicked awesome powerpoint presentations.

Request that this course be approved for the **Service Learning** "S" designation. This will allow future class-sections of the course to have a Service Learning component.
HONORS - H
Honors courses are expected to align with one or more of the University Honors thematic areas - community engagement, global studies, leadership, and research and creative arts. Honors courses are also expected to engage students in experiential learning. They should challenge students with creative projects and experiences that take learning beyond the typical classroom. Experiential components may include service learning, domestic or international study tours, visits to local museums, other types of site visits, integration of lab work, or other activities in which students are actively engaged in learning outside of the classroom setting.

INTERNATIONAL - I
A course that receives the International/Education Abroad designation is one in which all or part of the instruction (or experience) is undertaken outside of the United States. Examples include: a course that travels during or immediately after a semester (generally for less than 2 weeks); or a full study abroad program where all instruction and coursework is done abroad (generally 3 weeks or longer).

INTERNSHIP - N
A specially designed learning experience in which students investigate the applicability of their studies in a domestic or international field experience. The course is reflective in nature, relies on communication with an on-site mentor, as well as communication with a UC faculty member. Through ongoing student reflection the course reinforces prior learning through contextual learning and is designed to more effectively prepare students for additional coursework in their area of study.

RESEARCH - R
A specially designed learning experience in which all or part of the instruction includes student participation in supervised research with a faculty member. Supervised research can be: 1) independent research undertaken by the student (thesis, independent study), or 2) assistance on a faculty member’s research project.

SERVICE LEARNING - S
A specially designed learning experience in which students combine reflection with structured participation in community-based projects to achieve specified learning outcomes as part of an academic course and/or program requirement. By participating in academic community partnerships at the local, national or international level, students gain a richer mastery of course content, enhance their sense of civic responsibility, and ultimately develop a more integrated approach to understanding the relationship between theory, practice, ideas, values, and community.

TRANSFORMATION - T
Transformation courses are specially designed learning experience where students develop the disposition to work across disciplines. Students are encouraged to become transdisciplinary team members who create new ways of thinking and doing.
SICLA005

***** Student Information System *****
CLASS - Maintain Class

< 2 more

Action (B,C,D,N)

*Term: 13SS__ *Class ID: SLCE5000__ 001
Status: OK Ready to Offer
Title Leadership Through Service: Capstone
Call: 706543
College: 36
Dept: PPP
Allow Alt: N

*Class Attribute...: SVCE-LEARN $ Service Learning Course

/
\  1 *Section Attribute: DL__ Distance Learning
\  2

Cross-Listed As:
Simultaneous Registration: N (Y/N)
Direct command...:

Enter-PF1---PF2---PF3---PF4---PF5---PF6---PF7---PF8---PF9---PF10--PF11--PF12---
help retrn quit  value dir bkwd frwrd left right main
Scrolling performed.

UniverSIS | where class sections are born
Learning Opportunities:
Where students’ schedules are born

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Session: Fall Semester 2012-13
Campus Location: All
Offering College: All
Discipline: All
Meeting Day: All
Meeting Time: All
General Education: All
Class Format: All
Attributes: S - Service Learning Course

Get Classes  Reset All
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4 Classes for 10 Credit Hours
BI Query | where spreadsheets are born
### Excel Spreadsheet | where graphs are born

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UC, Spring Semester 2013, Capacity By Course Type

- Honors: 636
- Intl.: 1170
- Intern: 864
- Research*: 8188
- Service: 2985
- Transform: 117
### University’s Report Card | Community

**UC2019: Report Card to the Board of Trustees**

#### Community

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<th>'11</th>
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<th>Baseline Year</th>
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**Forthcoming after Semester Conversion**
University’s Report Card | Global Engagement

### Global Engagement

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| % of FTE Students Taking Globally Engaged Courses | Forthcoming after Semester Conversion

#### Learning
- Discovery
- Community
- Economy
- Sustainability
- Global
- Diversity
- Healthcare
- Collaboration
Overview

- Course
- Programs
- Assessment
### General Information

**Home College:**
20 - Engineering & App Science

**Academic Program:**
20BSCE - Bachelor of Science in Civil Engineering - 20

**Major:**
CE - Civil Engineering

For programs that have tracks, select the "predominant major" such as BS-BIOL, not the track, such as BS-BIOL-A. Curricular information for tracks (BIOL) needed for each track.

**Degree Level:**
Bachelors

---

Provostal approval will be required for all programs requiring more than the minimum:
- Associate: 60 credit hours
- Bachelors: 120 credit hours
- Master's: 30 credit hours
- Doctorate: 60 credit hours (Post Master's), 90 credit hours (Post Baccalaureate)

### Credit Hours Table

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<th>Credit Hours in Major</th>
<th>Credit Hours in General Education / College Core or College Distribution Requirements</th>
<th>Elective Hours</th>
<th>Total Hours in degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min 42</td>
<td>Min 61 - Max 61</td>
<td>Enter range of electives or number 24 - 24</td>
<td>127</td>
</tr>
</tbody>
</table>

---

Total hours exceeds 120 for this baccalaureate program: Provostal approval is required for all programs requiring more than the minimum credit hours.

The Civil Engineering Program has accreditation requirements which, when added to University requirements, cannot be met in 120 hours. A survey of CE programs at other universities shows CE degrees range from 125 - 139 semester hours, with the average being about 130.
eCurriculum | program specifics

Mid-Collegiate
Purposeful mid-collegiate programming and student reflection will continue to provide on-going support for students as they proceed through their college experience.

Academic Experience: One or more mid-collegiate courses or academic experiences that encourage students to engage in experiential learning to support unit or major.

- Follows the University’s General Education Academic Experience program
- Specific General Education Academic Experience program

List approved course(s) for this requirement
- Any course indicated as a Mid-Collegiate Academic Experience on the C-1
- Limited to specific course(s)

Select from available Academic Experience courses:

Specified Academic Experience courses:

- COOP3011 - COOP for CEAS (Third Semester Experience)

Comments

coop 3011 only required once.
### Co-op and other Full-Time Experiential Learning Opportunities

**Does this program include cooperative education or other forms of full-time experiential learning opportunities?** *(Internship, practicum, clinical, etc.)*

- Yes, Co-op required
- Yes, Co-op optional
- Yes, required, but is not coordinated by Professional Practice
- Yes, optional, but is not coordinated by Professional Practice
- Yes, Co-op or other full-time experiential learning opportunities are required
- Yes, Co-op or other full-time experiential learning opportunities are optional
- Yes, Experiential learning opportunities are encouraged, but optional
- No
eCurriculum Data in BI Query
Fall Semester, 2012
Students* Enrolled in Academic Program Requiring Co-Op

*Includes all students enrolled in any number of credits (full-time or part-time).
Overview

• Course

• Programs

• Assessment
I-LEAP | where assessment is born

https://www.uc.edu/webapps/ileap/Default.aspx
Integrated Learning Experiential Assessment Program (I-LEAP)

Thank you for your participation in assessing the experiential learning of UC's students. I-LEAP is an innovative experiential learning assessment instrument that gathers external reviewers' observations of undergraduate student learning outcomes and skills as demonstrated in contextual learning environments.

The person who supervises the student in their learning "experience" (e.g., service learning, undergraduate research, international/study abroad) assumes the important responsibility of guiding student learning as well as assessing their performance, growth, potential, and developmental needs. The evaluator thus cooperates with the University of Cincinnati in planning the student's program and in providing guidance to enhance the individual's professional development.

How the Data Will be Utilized:

1. Your student(s) and their UC faculty advisor will be able to view the assessment. You may update or edit their assessment up to two quarters after submission.
2. To continuously monitor and enhance the student's learning, data collected from you may be used in an anonymous aggregate form for research purposes. By supplying this data, you are indicating your consent to participate in any research completed using anonymous aggregate data.
3. Your individual assessment data will be used by faculty for guidance and instructional purposes and will become a part of the student's academic record. Otherwise, individual responses will remain strictly confidential.
4. The data provided by I-LEAP is a rich source of information to drive curricular improvement strategies.
5. The multiple external evaluators (such as co-op employers, faculty, community partners, peer leaders, and undergraduate research mentors) increase our sources of validation of student achievement.

To use the I-LEAP system, faculty and staff members follow an easy three step process:

Step One: Project Set Up
Step Two: Activate Assessment
Step Three: Monitor Results

Continue
Step 1: Choose Type(s) of Experience

Project Set Up: Project Identification

- International Experience
- Service Learning
- Undergraduate Research
- Internship
- Practicum
- Clinical
- Corporate Collaborative
- Student Teaching
- University Honors
- Other

Continue
The 10 Categories of Experiential Learning

- International Experience
- Service Learning
- Undergraduate Research
- Internship
- Practicum
- Clinical
- Corporate Collaborative
- Student Teaching
- University Honors
- Other
Definition of Experiential Learning

**Definition of Service Learning (SL):** A specially designed learning experience in which students combine reflection with structured participation in community-based projects to achieve specified learning outcomes as part of an academic course and/or program requirement. By participating in academic community partnerships at the local, national or international level, students gain a richer mastery of course content, enhance their sense of civic responsibility, and ultimately develop a more integrated approach to understanding the relationship between theory, practice, ideas, values, and community.
Multiple Experiences

- International Experience
- Service Learning
- Undergraduate Research
- Internship
- Practicum
- Clinical
- Corporate Collaborative
- Student Teaching
- University Honors
- Other
Step 2: Course Information

Project Set Up: Course and Experience Information

For what term is this experience occurring?

Is this project or experience linked to a course?
- Yes
- No

Please select the country in which the international experience took place

Briefly describe the students' work in this project or experience

[Text box for description]
When: Term

Who: Course or Individual(s)

Where: Country

What: The Experience
Step 3: Evaluator(s)
Assigning Evaluators...

Project Set Up: Provide and Assign Students

International Experience Palmieri, Maria 13SS

Assign student to an evaluator

Student will identify individual evaluator
Evaluation Options

Project Set Up: Provide and Assign Students

International Experience Palmieri, Maria 13SS

Assign all students in this course to a single evaluator:

- Faculty member completing this project set up serves as evaluator
- Assigned external evaluator if other than faculty member completing this project set up
- Another evaluator at the University of Cincinnati

Steps: 1 2 3 4 5

Previous  Continue
Assign all students in this course to a single evaluator

- Faculty member completing this project set up serves as evaluator
- Assigned external evaluator if other than faculty member completing this project set up
- Another evaluator at the University of Cincinnati

EMail accounts are used for identifying external evaluators. Please enter that address first; once you have entered the email address, click the small check mark next to the email text box. The system will ascertain if the email already has an associated account.

EMail
First Name
Last Name
Organization
Assign all students in this course to a single evaluator

- Faculty member completing this project set up serves as evaluator
- Assigned external evaluator if other than faculty member completing this project set up
- Another evaluator at the University of Cincinnati

Internal evaluators login using their CLS credentials (6 + 2). Please enter the UCID first; once you have entered the UCID, click the small check mark next to the UCID text box. The system will ascertain if the UCID already has an associated account.

- UCID (6 + 2)
- First Name
- Last Name
Step 4: Instrument Setup

Project Setup: Assessment Instrument

Please review the categories of survey questions below. You may "uncheck" a category if it is not applicable to this project/experience. Some questions however, are "core" questions and will appear on every I-LEAP survey (identified by a red asterisk).

Guide for Determining Survey Length: It is recommended that survey completion time falls between 12-15 minutes. If longer, response rate suffers. The core questions should take about 5-7 minutes, so please select additional questions with survey completion time in mind.

Has this student traveled abroad before?

* Briefly describe the students' work in this project or experience

- Communication
  * Speaks with clarity and confidence
  * Writes clearly and concisely
  * Makes effective presentations
  * Exhibits good listening and questioning skills

- Learning/Theory and Practice
  * Learns new material quickly
  * Accesses and applies specialized knowledge
  * Applies classroom learning to work situations

- Conceptual/Analytical Ability
  * Evaluates situations effectively
  * Solves problems/makes decisions
  * Demonstrates original and creative thinking
  * Identifies and suggests new ideas

- Professional Qualities
  * Assumes responsibility/accountable for actions
  * Exhibits self-confidence
  * Possesses honesty/integrity/personal ethics
  * Shows initiative/is self-motivated
  * Demonstrates a positive attitude toward change

- Leadership
Project Setup: Assessment Instrument

Please review the categories of survey questions below. You may "mark" a category if it is not applicable to this project/experience. Some questions, however, are "core" and will appear on every I-LEAP survey (identified in red asterisk).

Guide for Determining Survey Length: It is recommended that survey completion time falls between 12-15 minutes. If longer, response rate suffers. The core questions should take about 5-7 minutes, so please select additional questions with survey completion time in mind.

- Has this student traveled abroad before?
  - Briefly describe the students' work in this project or experience

- Communication
  - Speaks with clarity and confidence
  - Verbalizes clearly and concisely
  - Nears effective presentations
  - Exhibits good listening and questioning skills

- Learning/Theory and Practice
  - Learns new material quickly
  - Accesses and applies specialized knowledge
  - Applies classroom learning to work situations

- Teamwork
  - Works effectively with others
  - Understands/contributes to the organization's goals
  - Demonstrates flexibility/adaptability
  - Functions well on multidisciplinary teams

- Work Culture
  - Understands/accepts within the culture of the group
  - Respects diversity
  - Recognizes political/social implications of actions

- Conceptual/Analytical Ability
  - Evaluates situations effectively
  - Solves problems/makes decisions
  - Demonstrates original and creative thinking
  - Identifies and suggests new ideas

- Professional Qualities
  - Assumes responsibility/accountable for actions
  - Exhibits self-confidence
  - Possesses honesty/integrity/personal ethics
  - Shows initiative/self-motivated
  - Demonstrates a positive attitude toward change

- Leadership
  - Gives direction, guidance and training
  - Motivates others to succeed
  - Manages conflict effectively

- Global Engagement
  - Displays awareness of global social issues
  - Demonstrates ability to discuss global social issues and cultural issues from an informed perspective
  - Understands another culture within a global and comparative context
  - Uses knowledge of diverse cultural frames of reference and alternate perspectives to think critically and solve problems
  - Displays an increased acceptance and/or adaptation to a different culture as a result of this experience

- Organization/Planning
  - Manages projects and/or other resources effectively
  - Sets goals and priorities
  - Manages several tasks at once
  - Allocates time to meet deadlines

  - What is your assessment of the student's overall performance?
  - Do you feel that the objectives of this program/experience/project were met?
  - Please make any comments/suggestions for improvement:
  - How did you and/or your organization benefit from this program or project?
  - Please provide comments/suggestions for improvements on this survey instrument
  - I-LEAP also allows individual faculty and administrators the ability to add additional assessment questions. Would you like to add any additional questions to the standard assessment instrument?
    - Yes
    - No

Previous  Finish
Has this student traveled abroad before?
* Briefly describe the students’ work in this project or experience

**Communication**
* Speaks with clarity and confidence
* Writes clearly and concisely
  Makes effective presentations
* Exhibits good listening and questioning skills

**Learning/Theory and Practice**
Learns new material quickly
Accesses and applies specialized knowledge
Applies classroom learning to work situations

**Teamwork**
Works effectively with others
Understands/contributes to the organization’s goals
Demonstrates flexibility/adaptability
Functions well on multidisciplinary team

**Work Culture**
Understands/works within the culture of the group
* Respects diversity
Recognizes political/social implications of actions

**Global Engagement**
* Displays awareness of global social issues
* Demonstrates ability to discuss global social issues and cultural issues from an informed perspective
* Understands his/her culture within a global and comparative context
* Uses knowledge of diverse cultural frames of reference and alternate perspectives to think critically and solve problems
* Displays an increased acceptance and/or adaptation to a different culture as a result of this experience

**Conceptual/Analytical Ability**
* Evaluates situations effectively
* Solves problems/makes decisions
Demonstrates original and creative thinking
Identifies and suggests new ideas

**Professional Qualities**
* Assumes responsibility/accountable for actions
Exhibits self-confidence
Possesses honesty/integrity/personal ethics
Shows initiative/is self-motivated
Demonstrates a positive attitude toward change

**Leadership**
Gives direction, guidance and training
Motivates others to succeed
Manages conflict effectively

**Social Responsibility/Service Learning**
* Displays awareness of social issues
* Demonstrates ability to discuss social and cultural issues from an informed perspective
* Acknowledges the value of diverse opinions, talents, and backgrounds

**Organization/Planning**
Manages projects and/or other resources effectively
Sets goals and prioritizes
Manages several tasks at once
Allocates time to meet deadlines
Evaluation of Work Habits

Professional attitude toward work assigned
Quality of work produced
Attendance
Punctuality

* What is your assessment of the student’s overall performance?
* Do you feel that the objectives of this program/experience/project were met?
* Please make any comments/suggestions for improvement:
* How did you and/or your organization benefit from this program or project?
* Please provide comments/suggestions for improvements on this survey instrument

I-LEAP also allows individual faculty and administrators the ability to add additional assessment questions. Would you wish to add any additional questions to the standard assessment instrument?

- Yes
- No

First Question to Add

Text for question: [ ]
Heading for question: [ ]
Type of question: [ ] Likert Scale (Excellent, Good, Satisfactory, Poor, Unsatisfactory)
[ ] Text box answer

Second Question to Add

Text for question: [ ]
Heading for question: [ ]
Type of question: [ ] Likert Scale (Excellent, Good, Satisfactory, Poor, Unsatisfactory)
[ ] Text box answer

Third Question to Add

Text for question: [ ]
Heading for question: [ ]
Type of question: [ ] Likert Scale (Excellent, Good, Satisfactory, Poor, Unsatisfactory)
[ ] Text box answer
I-LEAP brought to you by:

LOUIS VON EYE
Software Applications Developer
Division of Professional Practice
University of Cincinnati
Communication

- *Speaks with clarity and confidence
- * Writes clearly and concisely
- Makes effective presentations
- * Exhibits good listening and questioning skills
Learning / Theory and Practice

- Learns new material quickly
- Accesses and applies specialized knowledge
- Applies classroom learning to work situations
Conceptual / Analytical Ability

• * Evaluates situations effectively
• * Solves problems/makes decisions
• Demonstrates original and creative thinking
• Identifies and suggests new ideas
Professional Qualities

• *Assumes responsibility/accountable for actions
• Exhibits self-confidence
• Possesses honesty/integrity/personal ethics
• Shows initiative/is self-motivated
• Demonstrates a positive attitude toward change
Leadership

• Gives direction, guidance and training
• Motivates others to succeed
• Manages conflict effectively
Social Responsibility / Service Learning

• * Displays awareness of social issues
• * Demonstrates ability to discuss social and cultural issues from an informed perspective
• * Acknowledges the value of diverse opinions, talents, and backgrounds
Organization / Planning

• Manages projects and/or other resources effectively
• Sets goals and prioritizes
• Manages several tasks at once
• Allocates time to meet deadlines
Global Engagement

• * Displays awareness of global social issues
• * Demonstrates ability to discuss global social issues and cultural issues from an informed perspective
• * Understands his/her culture within a global and comparative context
• * Uses knowledge of diverse cultural frames of reference and alternate perspectives to think critically and solve problems
• * Displays an increased acceptance and/or adaptation to a different culture as a result of this experience
Evaluation of Work Habits

- Professional attitude toward work assigned
- Quality of work produced
- Attendance
- Punctuality
Overall Performance

• * What is your assessment of the student's overall performance?
• * Do you feel that the objectives of this program/experience/project were met?
• * Please make any comments/suggestions for improvement.
• * How did you and/or your organization benefit from this program or project?
• * Please provide comments/suggestions for improvements on this survey instrument
Social Responsibility
Longitudinal Comparison

Social Responsibility 2011

- Acknowledges the value of diverse opinions, talents, and backgrounds: 10%
- Demonstrates ability to discuss social and cultural issues from an informed perspective: 22%
- Displays awareness of social issues: 38%

Social Responsibility 2012

- Acknowledges the value of diverse opinions, talents, and backgrounds: 20%
- Demonstrates ability to discuss social and cultural issues from an informed perspective: 10%
- Displays awareness of social issues: 40%
Work Habits 2012

- Attendance: 68 (Poor), 52 (Unsatisfactory), 1 (Satisfactory), 0 (Good), 1 (Excellent), 0 (Blank)
- Professional attitude toward work assigned: 74 (Poor), 45 (Unsatisfactory), 1 (Satisfactory), 0 (Good), 0 (Excellent), 0 (Blank)
- Punctuality: 67 (Poor), 52 (Unsatisfactory), 1 (Satisfactory), 0 (Good), 0 (Excellent), 1 (Blank)
- Quality of work produced: 41 (Poor), 28 (Unsatisfactory), 0 (Satisfactory), 0 (Good), 50 (Excellent), 0 (Blank)
Work Habits
Longitudinal Comparison

Work Habits 2011

Attendance: 82
Professional attitude toward work: 38
Punctuality: 57
Quality of work produced: 53

Social Responsibility 2012

Acknowledges the value of diverse opinions, talents, and backgrounds: 66
Demonstrates ability to discuss social and cultural issues from an informed perspective: 59
Displays awareness of social issues: 42

Legend:
- 1: Poor (lack of ability, failure to use it)
- 2: Unsatisfactory (lacking in some important aspects / less than satisfactory)
- 3: Satisfactory (average when compared to others)
- 4: Good (above average but not excellent)
- 5: Excellent
- (blank)
Conclusion

• Tracking, Documenting and Assessing Experiential Learning
  – Course
  – Program
  – Assessment
Thank You!

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http://tinyurl.com/UC-OAIRP-Fall2012