

# Experiential Learning: Rubrics

# Agenda

- \* Discuss the QEP SLO's
- \* New SLO numbering
- \* SLO 2.1
  - \* Criteria levels given
  - \* Examples
  - \* Writing your own rubric
    - \* Exemplary
    - \* Unacceptable
    - \* Acceptable
    - \* Excellent
    - \* Developing
- \* SLO 2.2
- \* SLO 2.3

# SLOs Renumbered

***Goal 1: Students participate in experiential learning activities that complement and build on the knowledge and skills relevant to their academic program and/or career goals.***

SLO 1.1. Students will demonstrate the knowledge and skills obtained through participation in experiential learning activities that are relevant/pertinent to their academic programs and/or career goals.

# Goal 2

**Students critically reflect on the relationship between experiential learning, their academic experience and the world in which they live.**

# Goal 2: SLO's

- \* **You have the SLO's on your QEP USB drive**
- \* 2.1 Students will demonstrate a high level of comprehension and skill in connecting theory with practice which is correlated to their level of participation in experiential learning activities.
- \* 2.2 Students will compare and contrast their expected learning to their actual learning derived from experiential learning activities.
- \* 2.3 Students will reflect on the impact that experiential learning activities have had on their relationship to the world in which they live.

# SLO 2.1

- \* Students will demonstrate a **high level of comprehension and skill in connecting theory with practice** which is **correlated** to their **level of participation in experiential learning activities.**

# SLO 2.1 – Exemplary (Capstone)

- \* **Identifies and articulates** in great detail more than two connections among **EL activities** and those **academic theories** and ideas that are **similar** and **related**, and **elaborates** on more than two relevant **examples** of how when **appropriate theories** are **applied directly to EL practices**.
- \* **Applies and adapts skills and/or knowledge** learned in EL experiences to the **comprehension of other academic disciplines** that illuminate concepts and **theories**.

# SLO 2.1 Exemplary (Capstone)

- \* **Independently** creates “wholes” out of multiple parts (**synthesis**) or **draws conclusions** by combining examples, facts, theories from **multiple EL experiences and academic fields**.
- \* **Explores or solves complex problems** in original ways using the EL experiences gained and/or envisions a **future self** that **builds upon many diverse contexts**.

# SLO 2.1 Exemplary (Capstone)

## **EXAMPLE (business):**

- \* The student is enrolled in their second internship for the Professional Golf Management Program. Their job is to act as Assistant Manager of the Pro Shop and is in charge of employee/customer relations.
- \* A number of issues arose during the internship including employees being late for their shifts and taking unauthorized breaks leaving customers unsatisfied with the promptness of service in the shop.

## **EXAMPLE (humanities):**

- \* The student is enrolled in the Model United Nations course and is charged with leading the committee on an international trade agreement arbitration involving Libya (their designated country) and several states in the Gulf region.
- \* The student had to contend with other delegations attempting to renege on earlier contract obligations in light of the change in government after the overthrow of the Khadafi regime.

# The Four Metrics for Exemplary Performance in SLO 2.1

1. **Identifies** and **articulates** in great detail more than two connections among **EL activities** and those **academic theories** and ideas that are **similar** and **related**, and **elaborates** on more than two relevant **examples** of how when **appropriate theories** are **applied directly to EL practices**.
2. **Applies** and **adapts skills and/or knowledge** learned in EL experiences to the **comprehension of other academic disciplines** that illuminate concepts and **theories**.
3. **Independently** creates “wholes” out of multiple parts (**synthesis**) or **draws conclusions** by combining examples, facts, theories from **multiple EL experiences and academic fields**.
4. **Explores or solves complex problems** in original ways using the EL experiences gained and/or envisions a **future self** that **builds upon many diverse contexts**.

# Your Turn

- \* How will you define “exemplary” based on the rubric given for your project/experience/assignment?
- \* If you bullet the criteria it will be easier to
  - \* Write
  - \* Grade
  - \* Interpret
  - \* READ!

# SLO 2.1 Unacceptable

- \* **Identifies no connections between EL activities and academic texts or ideas; may attempt to describe specific skills and knowledge but cannot make connections for higher level of comprehension.**

# Your Turn

- \* How will you define “unacceptable” based on the rubric given for your project/experience/assignment?
- \* If you bullet the criteria it will be easier to
  - \* Write
  - \* Grade
  - \* Interpret
  - \* READ!

# SLO 2.1 Acceptable (Benchmark)

1. **Identifies and describes** in general terms a **connection** between an **EL activity** and those academic theories or ideas that are similar and related.
2. **Provides one example** of how and when appropriate theory is **applied** to EL practice and **describes** their **own performance** with **general descriptors** of success and failure.

# Your Turn

- \* How will you define “acceptable” based on the rubric given for your project/experience/assignment?
- \* If you bullet the criteria it will be easier to
  - \* Write
  - \* Grade
  - \* Interpret
  - \* READ

# SLO 2.1 Excellent (Milestone)

1. **Identifies and describes** in detail two connections between EL activities and those academic theories or ideas that are **similar and related**.
2. **Elaborates on more than two examples** of how and when appropriate theories are **applied** to EL practices.
3. **Articulates strengths and challenges** of the EL activities to **increase future effectiveness in different contexts**.

# Your Turn

- \* How will you define “excellent” based on the rubric given for your project/experience/assignment?

# SLO 2.1 Developing

- \* **Identifies one connection** between EL activities and those academic theories and ideas but **cannot describe the similarities or differences** relevant to the EL activities and academic theory; or student **makes connections that are not relevant.**

# Your Turn

- \* How will you define “developing” based on the rubric given for your project/experience/assignment?

# SLO 2.2 – Your turn...

- \* You have a copy of the examples

Complete in this order:

- \* Exemplary
- \* Unacceptable
- \* Acceptable
- \* Excellent
- \* Developing

# SLO 2.3 – Your turn...

- \* You have a copy of the examples

Complete in this order:

- \* Exemplary
- \* Unacceptable
- \* Acceptable
- \* Excellent
- \* Developing

# Summary

- \* You are well on your way to completing your rubrics!
- \* Questions?

# Almost Done!

- \* Now for paperwork!