The Value of Experiential Learning: Assessing Service Learning Projects

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During this presentation, we will:

- participate in an interactive visual and verbal presentation to examine experiential learning activities and possible assessment tools of these practices.

- explore grading criteria that could be used to assess identified learning outcomes within experiential learning activities or other highly impactful practices (HIPs).
Teaching = Learning

• If academic institutions of higher learning are to significantly increase the retention and graduation of all students, student success actions must be centered on the classroom (Tinto 2012).
BEST PRACTICES
High Impact Practices (HIPs):
Teaching and Learning Practices that have been widely tested and have been beneficial for college students from many backgrounds (Kuh, 2008)

1. First-Year Seminars and Experiences
2. Capstone Courses and Projects
3. Common Intellectual Experiences
4. Writing-Intensive Courses
5. Collaborative Assignments and Projects
6. Undergraduate Research
7. Learning Communities
8. Service Learning, Community-Based Learning
9. Diversity/Global Learning
Reflection on Real Life Experiences as a Highly Effective Instructional Practice
Assessing Learning Gained by Active Participation

1. How can instructors assess the learning that students have achieved?

2. How can mastery of the intended learning objectives be evaluated?
Service Learning Opportunities

✓ Serves under-represented and under-served populations
✓ Advances civic skills and social responsibility
✓ Develops personal and interpersonal skills
✓ Applies to course topics
✓ Engages and reflects on what is learned
✓ Develops critical thinking and transform perspectives
Aligning Learning Outcomes with Experiential Learning Opportunities
LEAP Learning Outcomes (AAC&U, 2005):

1. Demonstrate Intellectual and Practical Skills through:
   - Inquiry and analysis
   - Critical and creative thinking
   - Written and oral communication
   - Quantitative literacy
   - Information literacy
   - Teamwork and problem solving

2. Demonstrate Personal and Social Responsibility through:
   - Civic knowledge and engagement—local and global
   - Intercultural knowledge and competence
   - Ethical reasoning and action
   - Foundations and skills for lifelong learning

3. Integrative and Applied Learning including:
   - Synthesis and advanced accomplishment across general and specialized studies
Not Your Mother’s Old Rubric
Eliminate the “Halo Effect” and Grade Inflation
Analytic vs. Holistic
## Single Point Rubric

<table>
<thead>
<tr>
<th>Concerns Areas that Need Work</th>
<th>Criteria Standards for This Performance</th>
<th>Advanced Evidence of Exceeding Standards</th>
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<tbody>
<tr>
<td></td>
<td>Criteria #1: Description reflecting achievement of mastery level of performance</td>
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<td>Criteria #2: Description reflecting achievement of mastery level of performance</td>
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<td>Criteria #3: Description reflecting achievement of mastery level of performance</td>
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<td>Criteria #4: Description reflecting achievement of mastery level of performance</td>
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Service Learning Project for Education Majors
2013-2017
Targeted Program Learning Outcomes for the Service Learning Project

1. Demonstrate cultural awareness and sensitivity toward diverse student populations.

1. Develop professional and academic behaviors that include strong writing and oral presentation skills, the ability to collaborate with peers and positive interpersonal skills.
### Assessment of Service Learning Project through Creative Writing

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<th>3</th>
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<tbody>
<tr>
<td>Superior academic writing skills noted in a creative and original poem. Writer includes evaluation of experience and uniquely conveys original ideas and emotions.</td>
<td>Good academic writing skills though writing lacks originality or emotion.</td>
<td>Adequate academic writing skills demonstrated in poetic form.</td>
<td>Minimal effort to demonstrate academic writing skills.</td>
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<tr>
<td>Expresses attitudes and beliefs that are open-minded and strongly influenced from working with and recognizing diversity. Attention to societal influences is noted within written work. Exhibits understanding of the complexities of diverse backgrounds.</td>
<td>Exhibits curiosity about what can be learned from working with diverse populations.</td>
<td>Demonstrates little awareness that writer’s own beliefs may be different from students they work with.</td>
<td>Writer does not include description of working with diverse students.</td>
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<tr>
<td>Demonstrates sophisticated understanding and awareness of cultural differences and sensitivity to these differences.</td>
<td>There is attention to cultural differences and the writer demonstrates some sensitivity to these differences.</td>
<td>Attention to cultural awareness and sensitivity is not included.</td>
<td>Demonstrates inaccurate understanding of the meaning of cultural awareness toward students.</td>
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<tr>
<td>Descriptive written work reflects positive personal outlook for working with diverse students.</td>
<td>Written work reflects positive experiences working with diverse students.</td>
<td>Written work lacks detail though includes some attention to working with diverse students.</td>
<td>Writer’s personal perspective on working with diverse students is absent.</td>
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It's Party Time!
References

• https://www.aacu.org/LEAP