

QEP Assessment

Experiential Learning Activity

The institution proposes an approach to assessing student learning in experiential learning activity by utilizing three methods: a reflective journal, a student evaluation by the student's supervisor, and a student self-evaluation of the experiential learning activity.

- (1) The reflective journal: Students can regularly keep a journal throughout their experiential learning activity. The purpose of the journal is not meant to capture “what was done”, instead it is a formal means of documenting the experience and assists students in reflecting on their work and integrating the experience with other learning – from in and out of the classroom. A final summative entry is required of the journal, which will guide the students thru an holistic assessment of the experience
- (2) The supervisor evaluation: An Experiential Learning Supervisor's Evaluation form is also submitted by the supervisor and is used as a direct assessment of the student's achievement of the QEP's student learning outcomes.
- (3) The student's self-evaluation: Submitted by the student, it allows students to assess their knowledge and skills and progress with respect to the real-world work experience. It is an indirect assessment of perceived learning and progress toward career goals.

Reflection Journal Instructions

The Reflective Journal is a formative assessment and performs several distinct functions.

1. It encourages the student to reflect on the knowledge he/she has acquired and ruminate on the ideas generated through the experiential learning experience.
2. It helps the student to sharpen essential skills of communication and reasoning.
3. It helps the student identify areas of interest, opportunities for personal and professional growth, and questions or issues to be resolved.
4. It serves as a vehicle for conversation between you and your supervisor concerning the nature of the learning experience.

What goes into your reflective journal?

In general, students should expect to complete one journal entry per week. Each entry in the reflective journal should begin with a brief summary of the activities associated with the week's work and then reflect on these activities by recording thoughts, ideas, responses and reactions. Entries should address such questions as:

- What did you learn during this activity? Did you have an “a-ha” moment?
- What did you contribute? Did you try something new? Did it succeed or fail?
- What decisions did you face during the week, and how did you make those decisions? Were the results satisfactory?

- How did this week's activities relate to those of the previous week, or to the EL process as a whole?
- What do you hope to learn next?
- Style and format are dictated by your own academic discipline. There is no set word count, because not every week will provide equally fruitful activities. Instead, the journal should reflect your own ideas and thoughts as completely as possible. Be as original, as constructive, and as professional as you can.

What comprises the final entry?

This entry will address the experiential learning experience as a whole. Focus on addressing the following questions.

- What was applied to the experiential learning setting from your coursework?
- Are there certain skills whose importance now seems greater as a result of the experiential learning experience?
- How will the experiential learning experience shape what the student does next, academically and professionally?

The Reflective Essay is a minimum of 1500 words or more at the direction of the program and will be graded using the Experiential learning Reflection Essay Rubric.

Supervisor's Evaluation

The student's supervisor of the experiential learning experience is required to complete an evaluation of the student's performance and participation in the experience. The form, the EXPERIENTIAL LEARNING SUPERVISOR EVALUATION FORM, includes the criteria by which the student's performance is evaluated. It is a direct assessment of the student's participation in the experiential learning experience. The scores of the criteria are to be provided to the Office of Experiential Learning.

Programs are authorized to add items and/or open-ended questions that facilitate supervisor feedback about student performance in criteria unique to the program.

Student's Self-evaluation

The student is required to complete a self-evaluation of his/her performance and participation in the experiential learning experience. The form, the EXPERIENTIAL LEARNING STUDENT SELF-EVALUATION FORM, includes the criteria by which the student is being evaluated. It is an indirect assessment of the student's performance and participation in the experiential learning experience. The scores of the criteria are to be provided to the Office of Experiential Learning.

Programs are authorized to add items and/or open-ended questions to collect additional feedback from the student on his/her performance and participation.