



Presentation

CLOSING THE LOOP: OUTCOMES ASSESSMENT IN CO-OPERATIVE EDUCATION

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Co-operative education courses at Lander University are aligned with an institution-wide experiential education program, the EYE Program, which provides a framework for assessment of learning outcomes common to various forms of experiential education. The workshop will review a rubric that has been designed to measure a set of seven learning outcomes and the data analysis that has resulted in several cycles of program improvement. Participants will have an opportunity to create a basic rubric.

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Comprehensive Student Scoring Rubric



Student Outcomes	Unacceptable	Emerging Competence	At Standard	Exceeds Standard
Score	1	2	3	4
Problem Solving/Inquiry (I)	Student does not engage in problem solving/inquiry activities or engages in problem solving activities without demonstrating the application of knowledge and skills appropriate for the situation.	Student engages in problem solving/inquiry activities. There is evidence of limited application of knowledge and skills appropriate for the situation.	Student engages in problem solving/inquiry activities through the application of knowledge and skills appropriate for the situation. The student can articulate how he or she applied knowledge and skills to address a significant work setting problem.	Student engages in problem solving/inquiry activities through the application of knowledge and skills appropriate for the situation. The student can articulate how he or she was the driving force in developing a solution to a significant work setting problem.
Communication (II)	Oral communication contains errors in grammar or syntax. Vocabulary may be incorrect or inappropriate. Written communication contains errors in content, spelling, mechanics, or is not legible.	Oral communication is Free of errors in grammar or syntax. Vocabulary is correct, but is limited. Written communication is free from errors in content, spelling, mechanics, and is legible.	Oral communication is correct and reflects accurate content. Written communication is correct, reflects accurate content, and is legible.	Oral communication is correct, reflects accurate content, and expressive with well chosen vocabulary. Written communication is correct, reflects accurate content, and is legible.
Collaboration (III)	Student fails to establish interaction with colleagues or relationships are unprofessional.	Student maintains professional, cordial relationships with work site colleagues.	Student works collaboratively with work site colleagues to solve problems, learn, and grow professionally.	Student routinely shares materials, resources, and ideas with colleagues and other professionals. Student may volunteer to organize tasks or take a lead role in problem solving activities.

Professionalism (IV)	The student routinely demonstrates an unprofessional appearance or behaves in an unprofessional manner (tardy, unprepared, dishonest, unethical).	The student occasionally demonstrates an unprofessional appearance. The Student behaves in an professional manner.	The student consistently demonstrates professional appearance and behavior.	The student consistently demonstrates professional appearance and behavior characteristic of a model employee.
Career Understandings (V)	The student displays little understanding of career options and requirements related to the work site placement.	The student can articulate career options related to the work site placement.	The student can articulate career options and requirements related to the work site placement.	The student can articulate career options and requirements related to the work site placement. In addition, the student can relate career goals to his or her education and personal strengths.
Reflection (VI)	The student misjudges his or Her performance and success. The student is not open to constructive criticism. Reflections are not evident.	The student recognizes his or her level of effectiveness. Offers vague, general suggestions for professional improvement or is dependent on supervisors for ideas. The student is open to suggestions and demonstrates limited reflection.	The student recognizes his or her level of effectiveness and notes his or her strengths and weaknesses. Student is committed to reflection, self-assessment, and learning as an ongoing process. Constructive criticism is welcomed.	The student is able to critically, analyze his or her strengths and weaknesses and offers suggestions for improvement. Student reflects on his or her role in fulfilling professional responsibilities.
Professional Development (VII)	The student makes no attempt to participate in professional growth opportunities.	The student occasionally participates in required professional growth activities.	The student is involved in professional opportunities and uses knowledge from professional literature and colleagues to improve his or her performance.	The student shares new knowledge and skills, conducts action research, makes presentations, or coordinates professional development events.



Lander University Cooperative Education Learning Contract

For each of the questions below, explain how this Co-op experience will address the learning outcome indicated by listing specific responsibilities and assignments related to your major that will help you achieve the outcome. You should discuss these questions with your employer to get their input for some of the answers.

1. How will this experience engage you in problem solving and/or inquiry related to your major?

2. How will this experience improve your ability to communicate within the context of the work environment?

3. How will this experience allow for collaboration within the work environment?

4. What professional behaviors will you be expected to demonstrate as part of the work placement?

5. How will this experience lead to an increase in your understanding of careers related to your major?

6. How will you demonstrate your ability to analyze personal strengths and weaknesses and engage in professional development?

I understand that my grade for the COOP 281/282 course will be based in part on my ability to fulfill these learning outcomes as evidenced by my weekly journal entries and the other evaluation materials submitted during the term.

Name _____ Date _____



COOP 281/282: Reflective Journal Rubric

NAME _____

WORKSITE _____

DATE _____

Indicator of Success	Criteria				Score
	Needs Improvement	Emerging Competence	Meets Expectations	Exceptional	
	1	2	3	4	
Punctuality	<i>The journal is submitted late more than once.</i>	<i>The journal is late only once.</i>	<i>The journal is submitted on time each week.</i>		
Electronic Submission Format	<i>The student has various or repeated difficulty with e-submission of the journal.</i>	<i>Only minor issues identified with e-submission format.</i>	<i>The student submits the journal successfully in the required format.</i>	<i>The journal format and the e-submission format appear professional.</i>	
Communication Skills	<i>The student exhibits several problems with written communication skills.</i>	<i>Only minor issues noted with communication skills.</i>	<i>The student uses appropriate written communication skills in the journal entries.</i>	<i>The student's written communication appears polished and professional.</i>	
Activity Summary	<i>The student has not provided adequate details to document their activities.</i>	<i>Various activities are reported, but without sufficient detail.</i>	<i>The student provides detailed descriptions of the activities performed.</i>	<i>The activities presented are described in a style that engages the reader.</i>	
Reflection	<i>The student appears unable or unwilling to self-evaluate their background knowledge or performance in the activity.</i>	<i>The student identifies strengths and weaknesses in the self-evaluation, but does not link them to learning contract goals.</i>	<i>The student identifies strengths and weaknesses in the self-evaluation, and clearly links them to learning contract goals.</i>	<i>The student reports improvements over several weeks related to weaknesses identified early the placement.</i>	
Professional Development	<i>The student does not suggest professional development for improvement.</i>	<i>The student identifies some professional development solutions to weaknesses, but the solutions do not appear to be the most appropriate.</i>	<i>The student identifies reasonable professional development solutions to weaknesses, but does not report pursuing development.</i>	<i>The student identifies reasonable professional development solutions to weaknesses, and reports pursuit of development.</i>	
Learning Contract Connections	<i>The student does not seem to understand the learning outcomes in the learning contract.</i>	<i>The student identifies some learning outcomes attained, but does not clearly link them to the learning contract.</i>	<i>The student clearly identifies learning outcomes attained in the activity and clearly links them to the learning contract.</i>	<i>The student establishes additional learning outcomes during the activity and reports on attainment.</i>	
Career Connections	<i>The journal does not reflect identifiable connections to career exploration related to the student's major.</i>	<i>The journal reflects weak connections to career exploration related to the student's major.</i>	<i>The journal reflects strong connections to career exploration related to the student's major.</i>	<i>The student appears actively engaged in pursuit of career advancement related to the job placement.</i>	
Professionalism	<i>The student exhibits poor professional behaviors or dispositions that may negatively impact employment.</i>	<i>Only minor issues related to professionalism are evident in the student's performance.</i>	<i>The student exhibits the expected characteristics of professionalism related to the job placement.</i>	<i>The student exudes the confidence and professionalism of a career professional.</i>	
Average Score					
Grade					

Instructor Comments:

