

**Assessment Plan AY19-23:**

Note: If possible SL to pull assessment information from work that is being done in the CE FLC and with HIPs, use their findings in our own way (Include retention and graduation rates for students that participated in Community-based learning).

**Assessment Plan AY19-20:**

**Fall 2019:** Develop relations with the High Impact Practices work group and develop questions for spring 2020 Graduating Senior Survey.

1. Contact Erin to find out the chair persons for the HIPs group.
  - a. *Co-chairs are Amanda Theis and Gerard Wellmen.*
2. Email the HIPs work group to see what surveys they are conducting and seeing if a SL representative can be added to the HIPs work group.
  - a. *Breanna Hale spoke with Dr. Wellmen in-person and he was unsure of how to add a person to the HIPs work group at this time. Dr. Wellmen said that all their findings from any survey they conduct will be posted on the HIPs website. Breanna Hale printed and reviewed the [Student Success Dashboard Snapshot from 2017/18](#).*

**Spring 2020:** Find out current campus assessment surveys that we can add questions to such as Graduating Senior Survey. Additionally, host the external reviewer for the Support Unit Review.

1. Develop two or three questions to be added.
2. Contact the administrators of the Graduating Senior Survey. (Lisa Fields & Veronica Parra)
  - a. *They were not able to add the questions spring 2020.*
3. Work with the Support Unit Review committee to plan the External review.
  - a. *Postponed due to COVID-19.*

**Assessment Plan AY20-21:**

**Fall 2020:** Review the findings from spring 2020 FSSE survey, NSSE survey and Graduating Senior Survey.

1. Analyze campus survey findings and disseminate findings to SL unit and faculty.
  - a. *Printed and review was started. Findings have been delayed due to workload of developing virtual opportunities for service learning and academic internships. Will be completed by the end of the spring 2021 semester.*
2. Review questions to add to the Graduating Senior Survey and see if it is possible to add them for this academic year.
  - a. *Postpone to asking in spring 2021.*

**Spring 2021:** Complete items that were postponed due to COVID-19 such as the SUR External Review, and analyzing campus surveys.

1. Work with SUR Committee to reschedule the External Review with Chris Fiorentino.
2. Analyze campus survey findings and disseminate findings to SL unit and faculty.
  - a. *SL received an off-campus HIPs survey that was conducted by Lumina about high impact practices released Feb 9, 2021 that shows the value of service learning and community-based learning on supporting equity. [Click Here to view the article.](#)*
3. Work with SL Faculty Liaison regrading faculty outreach and future faculty surveys.

### Assessment Plan AY21-22:

**Fall 2021:** Work with SL faculty to ensure SLOs are mentioned in syllabi- students cannot reflect on things that they do not know are SLOs.

1. Send out a general email to SL faculty to ask if they are including SLOs on syllabi If some faculty are including SLOs and some faculty are not, ask faculty that do incorporate SLOs if you can use their syllabi as a model and send it to faculty that have not incorporated the SLOs in the syllabi.
2. Develop a list of faculty that are including SLOs on their syllabi, and those that are not, for future assessment between the two groups.
3. Goal: SL faculty incorporate SLOs on syllabi so that at the end of spring 2022 we can assess student perceptions on SLOs after completing an SL course

**Spring 2022:** Work on developing a survey that assesses student's perceptions on SLOs and send survey out to students in SL courses at the end of Spring 2022 semester. Request syllabi from each course that is included in the survey so we can determine if SLOs are mentioned in the syllabi.

1. Likert scale from 1 to 5, and 1 open ended "general reflections on your experiences"
2. Sample verbiage: "how do you feel that your SL course subject matter was enhanced by applying classroom knowledge to practical experience?"
3. Reference the Program Goals and SLOs below, the set on the right connect together for assessment purposes.

#### Goals

The primary goal of the Office of Service Learning at California State University, Stanislaus is to enhance student learning through service learning projects. Specifically, the Office of Service Learning has the following program goals:

- To enhance our students' subject matter learning in applying classroom knowledge to practical experience.
- To model for our students how a critical and democratic teacher can act to bring civic engagement into the classroom.
- To develop our students' commitment to service, social justice, and community involvement.
- To enable our students to work productively with diverse communities.
- To assist faculty and students to comply with risk management policy designated for relevant service learning and internship off-campus activities.

#### Student Learning Objectives for Service Learning

The Service Learning program goals are framed through the lens of student learning, and the faculty have developed specific student learning objectives to accompany these important service learning program goals. Students participating in service learning are expected to achieve the following student learning outcomes:

1. Apply discipline-specific and/or interdisciplinary knowledge and critical thinking skills to community issues. (Program Goals 1,2)
2. Demonstrate critical self-reflection of one's own assumptions and values as applied to community issues. (Program Goals 2,3,4)
3. Demonstrate knowledge and sensitivity to issues of culture, diversity, and social justice as applied to community engagement. (Program Goals 2,3,4)

#### Service Learning Assessment Plan Office of Service Learning California State University, Stanislaus

##### Program Goals

The primary goal of the Office of Service Learning (OSL) at California State University, Stanislaus is to enhance student learning through service learning projects. Specifically, OSL has the following program goals:

1. To enhance our students' subject matter learning in applying classroom knowledge to practical experience.
2. To model for our students how a critical and democratic teacher can act to bring civic engagement into the classroom.
3. To develop our student's commitment to service, social justice, and community involvement.
4. To enable our students to work productively with diverse communities.

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**Assessment Plan AY22-23:****Fall 2022:**

1. Analyze student survey findings and disseminate findings to faculty and Steering Committee.
2. Ask Steering Committee about revising SLOs to better suit the updated University and SL strategic plan.
3. Possibly compare courses that had SLOs in syllabus to ones that did not have SLOs to syllabus to see results. Maybe share that with faculty too.
4. Re-assess student survey questions, to see if want to adjust them for future survey.
5. Reach out to SL courses that are not incorporating SLOs on syllabus with survey findings (if student respond significantly better on survey), and offer syllabi assistance.

**Spring 2023:**

1. Update SLOs survey to faculty and review possible updates with the Steering Committee.
2. Utilize the student survey results from Spring 2022 and look at graduation and retention rates of those students.
3. Utilize the student survey results from campus surveys and look at graduation and retention rates of those students. (longitudinal study)
4. Send out student survey to SL courses (or send out the updated survey).