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

<u>Program Goals</u>
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.

<u>Student Learning Objectives for Service Learning</u>
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)

Program Evaluation
The Office of Service Learning, in conjunction with the faculty and the Office of Institutional Research, employs data gathering and analysis to review the effectiveness of service learning and, specifically the achievement of student learning objectives. Information is confidential; reported without disclosure of specific courses, faculty, or students.

To ensure sustainability of assessment efforts, frequency for data collection and reporting will be completed bi-annually. Methods used to demonstrate achievement of student learning objectives and program goals are as follows:

Indirect Methods
1. Extract information about students' views of service learning/community engagement from the *Graduating Senior Survey* and the *National Survey of Student Engagement.*
2. Collect information from faculty regarding student achievement of service learning goals/objectives from published articles about SL (e.g., *Faculty Voices* and other publications).
3. Report aggregated student responses on IDEA evaluations of SL courses as related to student achievement of course objectives, overall rating of course, and other relevant questions. Extracted data are from courses that offered service learning opportunities but do not distinguish students who participated in service learning.
4. Conduct pre- and post-assessment of students' attitudes/values related to community service with regard to the SLO's.
5. Conduct an evaluation via interview of community partners/supervisors in which they are asked to evaluate their perceptions of student achievement of the SLO's, their satisfaction with the SL program, and the impact/contributions of service learning to their agencies.
6. Other

Direct Methods
7. SL faculty will be interviewed to determine which SLO's are applicable to their service learning courses.
8. Create a matrix illustrating overall methods used by SL faculty to evaluate student achievement of one or more SLO's.
9. Request that SL faculty use a rubric to evaluate student achievement of the SLO's most applicable to their SL courses. Report in the aggregate the achievement of SLO's based on assignments embedded in courses.
10. Conduct an overall content analysis of students' achievement of SLO's by sampling students' reflective journals, summative papers or presentation materials from service learning courses, with faculty permission.
11. Other

Data Sets
Reported annually and tracked for year-to-year comparisons:
1. Number of SL courses offered, overall and disaggregated by disciplines.
2. Number of faculty teaching SL courses by discipline and faculty rank.
3. Number of students participating in SL courses.
4. Number of community partners/agencies, overall and disaggregated by type of agency, and numbers of students at each agency.

Rubric
Criteria/rubric for evaluating student achievement overall and for each of the 3 SLOs (to be developed).

Assessment Method	Data Collection Timeline	Description	Work Plan
Service Learning Course Data (Data Set)	Annually	Number of SL courses offered overall and disaggregated by disciplines	Office of Service Learning (OSL) collect data
	Annually	Number of students participating in SL courses	Office of Service Learning (OSL) collect data
	Annually	Number of community partner/agencies, overall and disaggregated by type of agency, numbers of students at each agency	Office of Service Learning (OSL) collect data
IDEA Data (Data Set)	Annually (go back 3 years)	Report aggregated student responses on IDEA evaluations of SL courses as related to student achievement of course objectives, overall rating of course, other relevant questions.	Work with Institutional Research and OAQA to gather data
SLO Assessment Matrix (Direct)	Annually, to begin fall 2009	Create a matrix illustrating overall methods used by SL faculty to evaluate student achievement of one or more SLO's. Request that SL faculty use a rubric to evaluate student achievement of the SLO's most applicable to their SL courses. Report in the aggregate the achievement of SLO's based on assignments embedded in courses.	Work with SL Faculty to draft matrix and distribution plan
Rubric (Direct)	Annually	Develop criteria/rubric for evaluating student achievement overall and for each of the 3 Student Learning Objectives.	Work with faculty in the Fall 2009 to have ready for review by Steering Committee in November 2009.
Faculty perceptions of student achievement in publications (Indirect)	Ongoing Anecdotal	Collect information from faculty regarding student achievement of service learning goals/objectives from published articles about SL (e.g., *Faculty Voices* and other publications).	Develop paths for faculty and students to share their reflective comments on the SL experience
Content Analysis of Student Work (Direct)	Every 2 years beginning 09/10	Conduct an overall content analysis of students' achievement of SLO's by sampling students' reflective journals/summative papers from service learning courses, with faculty permission.	Begin work in Fall 2009 to develop work plan, complete by January 2010.
Evaluation by Community Partners (Indirect)	Every 2 years; begin 09/10	Conduct an evaluation by community partners/supervisors in which they are asked to evaluate their perceptions of student achievement of the SLO's, their satisfaction with the SL program, and the impact/contributions of service learning to their agencies.	Community partner interviews in fall and spring 2009 for review by community partners.
Pre- and post assessment of students (Indirect)	Every 3 years; begin 10/11	Conduct pre- and post-assessment of students' attitudes/values related to community service with regard to the SLO's.	Begin work plan in Summer 2010.