SERVICE-LEARNING AND ASSESSMENT
“Bringing the skills and caring of Ohio State’s faculty, staff, and students to bear on the needs of the community is one of the proudest parts of our land-grant mission. What is required of us is the will to work together to improve lives and to enrich communities throughout Ohio and well beyond.”

– E. Gordon Gee
WHAT IS SERVICE-LEARNING?

“... a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.”

Seifer & Connors, National Service-Learning Clearinghouse, 2007

This workshop will cover:
• Setting goals and objectives
• Student reflection as an assessment tool
• The role of community partners in assessment
• Some examples of assessing service-learning effectively
<table>
<thead>
<tr>
<th>What do we want to know?</th>
<th>How will we know it?</th>
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<tbody>
<tr>
<td>How will we measure it?</td>
<td>Who/What will provide the data?</td>
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GOALS AND OBJECTIVES

What do we want to know?

**Goals** are the “big picture”, set the direction for the course/program

“Students will increase awareness of poverty in their community.”

How will we know it?

**Objectives** are the assessable elements of goals

“Students will articulate the structural causes of poverty in their community through writing and reflection.”
Write one goal and one objective that supports that goal for your service-learning course. Discuss and share at your table.
COMMON ASSESSMENT TOOLS

Direct evaluation of student work
- Exams and test questions
- Portfolios
- Group projects and presentations
- "Minute Papers"
- Artistic work (paintings, designs, etc.)
- Pre/Post Tests
- Capstone experiences

Indirect measures of student achievement
- Surveys of students, alumni, or community members
- Interviews with students, alumni, or community members
- Focus groups
- Exit interviews with students
- Classroom observations

Who/What will provide the data?
How will we measure it?

(see packet for more information)
Service-learning requires academic work.

Students spend time in the community.
TYPES OF REFLECTION

• Journals
• Scrapbooks
• Essays or project reports
• Portfolios
• Video/Audio/Multimedia projects
• Self-evaluation or program evaluation
• One-on-one conference with teachers or classmates
• Small group discussions
• Presentations or public speaking
A group of students in a service-learning course set out to create an art project that encourages healthy eating at an after-school program.

The students collaborate on a coloring book about eating fruits and vegetables. The students spend 6 weeks at the after-school program, helping children color in the book and understand the content.

The children have difficulty reading, but they love the coloring book and want more visits from the college students to help them color and play.

The program administrator also loves the coloring book, though they have concerns about printing costs.
If you were a student in this group, how would you answer the questions above? How would they affect your reflection?

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As an instructor, how do you approach these questions? Can you imagine a reflective writing exercise to measure these questions?
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<th></th>
<th>University</th>
<th>Community</th>
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<tbody>
<tr>
<td><strong>Output</strong></td>
<td>Short-term results from achieving programmatic goals</td>
<td></td>
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<tr>
<td><strong>Outcome</strong></td>
<td>Intermediate results from achieving programmatic goals</td>
<td></td>
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<tr>
<td><strong>Impact</strong></td>
<td>Long-term results from achieving programmatic goals</td>
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Consider your goal and objective from the beginning of the workshop. Where does it fit on the sheet?
An agency willing to provide community service work to students

Typically but not always non-profit agencies

A good service-learning partnership is mutually beneficial
When beginning assessment with a community partner, Campus Compact recommends focusing on:

1. Service-learning’s affect on the agency’s capacity to fulfill their mission
2. The economic effects of service-learning on the agency
3. The social benefits of service-learning for the agency
Remember that your community partner is also assessing their work to see if their goals are met. Consider the following when creating your assessment plan:

- What is your partner’s mission, and how does your course contribute?
- How can you establish that your partnership is beneficial through assessment?
- What data are they collecting? What data can you contribute?
- What data are you collecting? How can they contribute?
- How can your assessment goals support each other?
- Are there site-based limitations on assessment that you should consider?

ASSESSMENT IS A TEAM EFFORT!
Assessment is already a part of service-learning at Ohio State. Some examples:

1. EDU P&L 2571
2. The Pay it Forward Student Philanthropy Project
EDUP+L 2571

HTTP://SERVICE-LEARNING.OSU.EDU/SERVICE-LEARNING-DIGITAL-STORIES.HTML

- Service-learning and leadership course since 1997
- 10 sections offered per year
- Students serve a minimum of 30 hours per semester at a variety of local agencies
- In 2012, 250 students contributed 7,500 hours of service!
## COURSE GOALS AND OBJECTIVES

<table>
<thead>
<tr>
<th>Students will gain an understanding of leadership for the common good.</th>
<th>Using the social change model of leadership, students will be able to:</th>
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<tr>
<td></td>
<td>• Define and make distinctions between service learning, community service, volunteerism, charity and common good.</td>
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<td></td>
<td>• Name their personal strengths, limits, goals, and fears related to leadership for social change.</td>
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<td>• Explain what makes civically engaged leaders distinctive.</td>
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<th>Students will increase awareness of community needs related to education and poverty.</th>
<th>Through direct service in a community setting, students will be able to:</th>
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<tr>
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<td>• Articulate the mission, services, structural causes creating the need for service and organizational structure of their community agency.</td>
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<td>• Identify strengths, problems and resources related to the agency’s client base.</td>
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<td>• Describe the setting in which their service has taken place in terms of access to education and poverty.</td>
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<th>Students will act as allies for social justice and positive social change.</th>
<th>Through writing as well as individual and group reflections based on service experiences and reading assignments, students will be able to:</th>
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<td>• Identify how privilege influences leadership and social change.</td>
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<td></td>
<td>• Expand personal boundaries and work outside of their comfort zones.</td>
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<tr>
<td></td>
<td>• Reflect on how their community service impacts their own attitudes, beliefs and values through writing and group discussion.</td>
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<td></td>
<td>• Identify practical application of theoretical models of ally development and social justice.</td>
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</table>
Goal: Collect data to help course successfully meet goals and outcomes and maintain course that informs students and engages them in social justice community-based action.

- Student Surveys pre-, mid-, and post-course
- Community Partner communication plan and satisfaction survey mid-course and post-course
- Assess student assignments mid-course and post-course
- Instructor assessment and reflection mid-course and post-course
- Plan to share results with community partners
- Year-out survey for students to track changing attitudes
Evidence to support course outcomes

Of students who took the course from 2009-2011:

- 88% had never taken a service-learning course before
- 91% reported a greater awareness of community problems
- 85% reporting a greater sense of personal responsibility towards the community

Data to show community impact

- In 2012, over 17,850 community members benefitted from EDUPL 2571!
- 18 agencies with different missions were able to participate
- Data shows impact in specific programmatic areas as well as neighborhoods

Opportunities for Growth

- Course was recognized as outstanding project for 2012 President’s Honor Roll Application
- Applied for and received a grant to expand assessment efforts
3-year Ohio Campus Compact program funded through Learn and Serve. Partnership with Michigan and Kentucky.

“To develop a new generation of philanthropists through a course-based service-learning program engaging students in hands-on philanthropy, grantmaking, and volunteer service while meeting community needs”

Faculty use philanthropy as a core component of coursework, with each course awarding real dollars to non-profit agencies while simultaneously providing volunteer service.

Two Ohio State courses participated: Business Honors Cohort and Community Nursing 808
# PROGRAM GOALS AND OBJECTIVES

| Students will engage in hands-on philanthropy and develop skills related to philanthropy. | • Students will participate in conducting needs assessments, researching local nonprofits, and other activities to provide context for philanthropic efforts.  
• Students will gain experience with practical philanthropy and fundraising skills, such as accounting, establishing funding criteria, and proposal development.  
• Students will participate directly in grantmaking activities, providing real dollars to a local non-profit through a process to be established. |
| --- | --- |
| Students will engage with community partners to provide resources and promote understanding. | • Students will spend at least 15 hours providing direct volunteer service to local nonprofits.  
• Students will work with area nonprofits to identify needs in their community and create strong proposals that address those needs through philanthropy.  
• Community partners will receive needed assistance and access to resources related to children and youth programs, neighborhood revitalization, and solving hunger, homelessness, and health issues. |
| Program will serve as a model for passing along the practice and knowledge of philanthropy and resources. | • Students will develop a working knowledge of needs in their communities and the agencies that address them  
• Students will gain hands-on experience that allows them to see the role of volunteer work and philanthropy in addressing community needs, and continue to contribute throughout a lifetime  
• Instructors and community partners will work together to create a course model that is sustainable and can continue through multiple terms. |
Three separate surveys for all constituent groups—faculty, students, and community partners

Assessed student learning and learning outcomes, faculty engagement, and a community partner survey to assess impact

All surveys distributed once at the end of the semester. Survey contained both pre- and post-test. Done purposefully to prevent accidental skew of outcomes.

Results disseminated to faculty and community partners with identifying information removed. Also used to solicit grants and private funding for continuation of program.
Overall, 3k students participated in 144 courses on 33 campuses, where they dedicated 5400 volunteer service hours and 558k to 367 community nonprofits!

Faculty survey results
Compared course results with faculty component to without faculty component
- Of those, 84% felt that students were more personally and academically invested in the philanthropy-infused course
- 68% felt they worked harder
- 74% felt that the philanthropy component allowed them to develop more as leaders
- All faculty felt that students who took the philanthropy course understood discipline-specific course content as well as or better than students who took course without philanthropy element

Student survey results
- Believe they can make a difference in the community: Before 60%, after 86%
- Likelihood to volunteer after graduation: before 56, after 74
- Plan to volunteer or engage in philanthropic activities throughout lifetime: Before 48%, after 73%

Community partner survey
Focus on efficacy and capacity
- 99% of partners felt that organization was able to meet community needs
- 87% felt that they were able to grow their capacity and meet new needs
- 97% felt that the funding would be able to effectively address a real community problem
- All community partners wanted to continue participating in the program
Materials from this workshop and previous workshops
- http://service-learning.osu.edu/resources1.html

Additional Reading

Contributor Contacts
- EDU P&L 2571: Amy Barnes, Instructor (barnes.269@osu.edu)
- Pay it Forward: Kirsten Fox, Director, Student Experience at Fisher College of Business (fox.866@fisher.osu.edu)
- Jen Michaels, Writing Across the Curriculum (michaels.59@buckeyemail.osu.edu)
- Joni Barnard, Office of Research at Ohio State (barnard.15@osu.edu)
THANKS FOR COMING!

Service-Learning Grants Program - Deadline March 8th:
http://go.osu.edu/sligrants

Service-Learning Spring Coffee Hour - Feb 15th @9am, 53 W. 11th Ave

S+GE Designation now Available:
http://service-learning.osu.edu/request-service-learning-s-designation.html

UCAT Workshops
http://ucat.osu.edu/participate/events-on-teaching

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