

ASSESSING SERVICE-LEARNING

JSU's Goal

To engage JSU graduates in developing a civic identity where one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.

JSU Service-Learning Objectives

- ▣ Infuse civic engagement throughout the JSU experience;
- ▣ Enhance learning in the discipline through experience;
- ▣ Provide experiential learning to enhance career opportunities;
- ▣ Impact civic life in communities by sharing knowledge and skills; and
- ▣ Inspire students to value service as a lifelong commitment.

Assessment Objectives

- ▣ Incorporate service-learning activities into a representative number of major courses in every JSU undergraduate degree program;
- ▣ Develop common implementation strategies for service-learning activities;
- ▣ Develop common assessment methods and tools for each service-learning course;
- ▣ Develop common benchmarks (expected performance levels) for service-learning; and,
- ▣ Develop systematic reporting mechanisms.

Service Learning Course Defined

A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.

Source: Association of American Colleges and Universities

S-L Course Definition

“Deconstructed”

FOR ASSESSMENT PURPOSES, the indicators are:

A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.

Source: Association of American Colleges and Universities

What will we measure?

Direct or indirect measures? Ideas about how to measure these?

- ▣ Student participation
- ▣ Organized service activity
- ▣ Reflection
- ▣ Enhanced understanding
- ▣ Appreciation
- ▣ Enhanced personal values
- ▣ Enhanced civic responsibility

Other things to measure

- ▣ Attitudes
- ▣ Satisfaction
- ▣ Experiences
- ▣ Learning
- ▣ Competence
- ▣ Civic engagement
- ▣ Career plans
- ▣ The course
- ▣ The assessment methods
- ▣ Service sites
- ▣ Community impact

How will we measure the indicators?

Three categories of measurement

Direct measures

Assess students' knowledge, skills or values (i.e. cognitive outcomes such as knowledge application, critical thinking and problem solving, and intellectual development)

Mixed measures

A self assessment of one's performance on a task.

Indirect measures

Rely on students' and others' judgments of whether they have learned (e.g. surveys, observations, focus groups, interviews)

Bottom line: Consider the information source.

Traditional Ways of Measuring Student Learning

Examples of how faculty typically collect service-learning data:

- ▣ Journals
- ▣ Projects
- ▣ Surveys
- ▣ Observations
- ▣ Rubrics

Traditional Ways of Measuring Service Quality

- ▣ Client feedback (e.g. satisfaction surveys, focus groups, evaluation forms)
- ▣ Volume of activity (e.g. number of clients served, number of students placed)
- ▣ External evaluators
- ▣ Benchmarks/Comparison to others

The Assessment Plan

Components

- Goal

- Course Objective(s)

- Expected Learning Outcome(s)

- Assessment Tools

 - Direct indicators

 - Indirect indicators

- Benchmark acceptable performance level

- Frequency of assessment and data collection

- Who will assess?

Post Assessment

- Data analysis

- Use of results

Use of Assessment Results

Examples:

Refine course objective(s)

Re-evaluate service sites

Improve assessment methods

Enhance pre-placement education & training

Cognitive Assessment Instruments

Tools	Knowledge application	Critical thinking and problem solving	Intellectual development	Web address/(Method)
Direct Measures				
Articulated Learning (AL)	X	X		(Reflection)
California Critical Thinking Skills Test (CCTST)		X		www.insightassessment.com/test-cctst.html
Cornell Critical Thinking Test (CCTT)		X		www.criticalthinking.com/series/055/index_c.html
Cognitive Level and Quality Writing Assessment Instrument (CLAQWA)	X	X		http://usfweb2.usf.edu/eval/claqwa/
Critical Thinking Rubric Direct		X		http://wsuctproject.wsu.edu/ctr.htm
Problem-Solving Analysis Protocol (P-SAP)	X	X	X	http://www.ncsu.edu/assessment/resources/p-sap.htm
Problem-Solving Interview Protocol	X	X	X	(Interviews)
Steps for Better Thinking		X	X	http://www.wolcottlynch.com
Watson-Glaser (WGCTA)		X		http://harcourtassessment.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8191-013
Mixed Measures				
Learning Environment Preferences (LEP)			X	http://www.perrynetwork.org/recognitionformat.html
Measure of Intellectual Development (MID)			X	http://www.perrynetwork.org/essayformat.html
Measure of Epistemological Reflection (MER)			X	http://unixgen.muohio.edu/~magoldpm/faculty_faculty_intro_mbm_docs.html
Perry interview Mixed			X	http://www.perrynetwork.org/interviews.html
Scale of Intellectual Development (SID)			X	(Knowledge and skill enhancement)
Schommer Epistemological Questionnaire			X	(Scenarios)
Indirect Measures				
Cognitive Learning Scale	X			
Problem-Solving Inventory		X		

Source: Steinke, Pamela and Peggy Fitch. Assessing Student Learning. Research & Practice in Assessment, Volume 1, Issue 2, June 2007.

Other Resources

Shumer's Self-Assessment for Service-Learning

www.servicelearning.org/filemanager/download/3/

UC Berkley Service-Learning Research and
Development Center

<http://gse.berkeley.edu/research/slc/index.html>

Association of American Colleges & Universities' (AAC&U) VALUE Rubrics

VALUE (Valid Assessment of Learning in Undergraduate Education)

http://www.jsums.edu/jsuoaa/assessment/web2010_2/templates.html

▣ Intellectual & Practical Skills

Inquiry and Analysis

Critical Thinking Metarubric

Creative Thinking

Written Communication Metarubric

Oral Communication Metarubric

Reading

Quantitative Literacy

Information Literacy Metarubric

Teamwork Metarubric Draft

Problem Solving Metarubric

Personal & Social Responsibility

Civic Engagement

Intercultural Knowledge and Competence Metarubric

Ethical Reasoning Metarubric

Foundations and Skills for Lifelong Learning

Integrative Learning Metarubric

A Proposal to Determine the Impact of Service-Learning Courses

A challenge to the Faculty Fellows:

- ▣ Develop a standardized service-learning objective(s) for all targeted courses.
- ▣ Develop basic assessments (direct, mixed, and indirect) to be used in each service-learning course.
- ▣ Request semester or annual assessment reports (based on data collected from the basic assessments) are submitted to the Center for Service and Community Engaged Learning.

Things to remember

- ▣ Assessment should be formative, so changes can be made immediately if objectives are not being met.
- ▣ Service learning aims to enhance student learning (i.e. critical thinking skills, problem solving skills, connection between course objectives and service) and development (i.e. commitment to service, civic responsibility, self-esteem, reflection).
- ▣ Setting an assessment standard is important to coordination, assessment, and reporting.
- ▣ JSU can continue to set the standard.

References

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