

Report Form A-2
Assessment of Program Outcomes for
Administrative or Educational Support Units

Service-Learning, Student Affairs and Institutional Relations _____
(Administrative or Educational Support Unit)
2005-2009 _____
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

- 1. Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

Outcome 1: Ensure every student has a service-learning (s-l) experience before graduation.

Outcome 2: Support faculty in developing service-learning (s-l) courses.

- 2. Strategies Used to Meet Program Outcome** (What did you do?)

Sponsored faculty workshops, sent faculty to professional conferences; offered Service-Learning Pioneers Award; Developed Community Clean-up Project; invited guest lecturers to campus; developed s-l brochure; created web page, became members of TX Campus Compact, spoke at faculty meetings across campus, gave selected faculty copies of *Introduction to Service-Learning Toolkit*, by National Campus Compact

- 3a. First Measure or Means of Assessment for Outcome above and Criteria for Success** (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

Documented the number of service-learning courses offered each year, the number of students in each course and the department in which the course is offered.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Data from NSSE provides evidence of continuous improvement in University's efforts to engage more students in community or volunteer service. Also, documentation of numbers of students participating in voter registration, march to register to vote in Hempstead, increase in students voting, travel to inauguration in D.C. and participation in the campus Presidential Inauguration activities indicate that more students are becoming civically oriented. The reality however, is that even though we are

increasing the number of faculty offering s-l courses and the number of students being served, we are **not** close to the goal of every student having at least one s-l experience before graduation.

3c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

As a means to encourage more faculty to participate in s-l we offered workshops, brought in speakers and invited the faculty to s-l committee meetings. We initiated the Service-Learning Pioneers Recognition and reception where faculty are provided plaques for including s-l in their classes and we host a reception to provide them university-wide recognition. After learning of student and faculty interest and looking at increased participation, decision was made to hire a staff person to help coordinate the community service and s-l activities. As a way to further encourage students, we are investigating feasibility of including community and s-l on the student's institutional transcript. For 2009, we added recognition of staff who engage in s-l as Service-Learning Pioneers as well as faculty.

4a. Second Measure or Means of Assessment for Outcome above and Criteria for Success, if available (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

Kept record of faculty attending s-l committee meetings; record of faculty attending s-l workshops or conferences; Developed brochure to help faculty understand s-l; support faculty making professional presentations on integrating s-l in their classes; provided limited mini-grants to support faculty s-l projects.

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

Results of surveys administered at faculty workshops indicate faculty recognize the value of s-l (see Overall Evaluation Feedback, S-L Workshop 2005; PAW Evaluations 2005, 2006, 2007, 2008, 2009). Data collected and analyzed through the National Survey of Student Engagement (NSSE) provides evidence of continuous improvement. NSSE asks, "Which of the following have you done or do you plan to do before you graduate from your institution- community service or volunteer work/" In 2001 students reported 2.749 compared to 3.274 in 2008 where the values on the scale were: 1) Have not decided; 2) Do not plan to do so; 3) Plan to do so and 4) Done. Documentation provided by deans and faculty for S-L Pioneers indicates however, that we do not have enough departments or colleges engaging their faculty in service-learning to achieve the goal. Much remains to be accomplished.

4c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

Outcome 2: S-L Pioneers, PAW, encouraging integrating of s-l into ACCESS, creating a position for a student volunteer coordinator were all put in place to promote faculty

participation in s-l. The Panthers at Work Community Clean up (PAW) was also initiated to introduce students and faculty to s-l. Results indicate that not enough is done to achieve goal.

5. Documentation (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)*

- The Service-Learning Brochure was distributed to all faculty. It is available on the web page.
- The Panthers at Work [PAWS] Evaluations are available in the Office of the Vice President for Student Affairs and Institutional Relations.
- The listing of Service-Learning Pioneers is posted on the Service-Learning web page. The documentation of their classes including syllabus, number of students participating; semester taught and volunteer hours are maintained in the Office for Student Affairs and Institutional Relations.
- Photographic file documenting s-l and PAW activities is kept in the Public Relations Office.
- The Agenda for all s-l meetings is in the SAIR office.
- The Notes from most S-l meetings is in the SAIR meeting.