



ASSESSMENT REPORT/PLAN

College/Division: Academic Affairs

Academic Year: 2010-2011

Department/Center/Office: Office of Service Learning

Submission Date: May 30, 2011

MISSION STATEMENT:

The Office of Service Learning (OSL) supports the development and implementation of service learning and other community-based learning experiences in academic courses and programs of study. We advocate for the growth of high-quality service learning and community-based learning opportunities at Loyola. Our goal is to bring students' educational experience to life by connecting the classroom to community needs. We enact the Jesuit mission of helping young people become men and women for others.

OBJECTIVES/GOALS:

Students will be able to:

1. Understand the distinction between service/volunteerism and social change/social justice
2. Make connections between classroom material and out-of-class service learning experiences
3. Understand causes of social problems
4. Understand social justice
5. Critically examine personal values and beliefs
6. Appreciate diversity

Community Partnerships:

7. Build capacity within community partner agencies to promote social change.

ASSESSMENT (What assessment tools are you using and how do they address the objective/goals cited above?):

OSL Student Survey –(Conducted at the end of the fall and spring semesters) – Objectives 1-6
OSL Faculty Survey –(Conducted at the end of the fall and spring semesters) – Objectives 1-6
OSL Community Partners Survey – (Conducted survey at the end of the spring semester) – Objectives 1-7

WHERE ARE THE ASSESSMENTS LOCATED?

On the OSL network drive and in the Carnegie surveymonkey account

EVALUATION METHODS (How were the assessments evaluated?):

The OSL director shares the results of assessments with SL Faculty Advisory Council and the Community Partner Council and dialogues with them to collect feedback and recommendations.

RESULTS/OUTCOMES:

- Approximately 75% of students had a better understanding of classroom materials because of the service learning experience and 75% of students had a better understanding of their service learning experience because of the classroom materials (Objective 2).
- 67% of students had a better understanding of the causes of social problems (Objective 3).
- The majority of faculty perceived service learning to be beneficial to their teaching and service, rather than their scholarship (Objectives 1-6).
- Community partners perceive service learning to be equally beneficial to their organizations and to Loyola. Several community partners are planning to undergo program evaluations in the upcoming year (Objective 7).
- Transportation continues to be the most significant obstacle that students face in their service learning experiences (Objectives 1-7).

USE OF RESULTS (What modifications, adjustments were made based upon the evaluation of the assessment materials?):

- Previous survey results indicated that capacity building in reflection techniques would be valuable. OSL sought to improve the quality of reflection opportunities by training faculty and student leaders in reflection techniques and offering more opportunities for student leaders to lead reflection for service learning students. Finally, more specific questions about reflection quality have been added to the student survey, so those improvements can be tracked (Objective 5).
- Faculty development has become increasingly central to OSL's success. One new strategic focus for faculty development is framing service learning as a promising source of material for faculty research and scholarship (Objectives 1-6).
- OSL will reach out to community partners that are facing upcoming program evaluations. After determining the specific needs of those partners, a one-day "in-service" program will be offered using expertise within Loyola's staff to provide capacity building for evaluating program effectiveness and for participating in a meaningful evaluation process. Opportunities will also be sought in the upcoming evaluations to include an examination of the impact that hosting Loyola service learners has had on the agencies (Objective 7).
- In addition to continuing to advocate for needed transportation resources from within the university, grant-seeking efforts began this summer to externally fund transportation support for the service learning program. Creative, university-wide transportation solutions are also in discussion among multiple campus offices, which have begun operating in alliance with one another (Objectives 1-7).

RESOURCES/TIMELINE/APPROVALS (Based upon the modifications/adjustments included in the USE OF RESULTS section, identify the timeline, resources and approvals required to implement the change.):

- Reflection: assessment of the effectiveness of the recently implemented initiatives is in progress and will continue to inform improvements of those techniques (Objectives 1-7).
- Service Learning Scholarship: faculty development planning during summer 2011 is generating multiple opportunities to promote and facilitate service learning scholarship, both explicitly with a new faculty research group and imbedded within the year-long series of service learning faculty development sessions (Objectives 1-7).
- Community Partner Capacity Building in Evaluation: a needs assessment of those partners with upcoming evaluations will be conducted in early fall, followed by the in-service program design and implementation in winter 2012 (Objective 7).
- Transportation: Grants have already been submitted this summer for external funding for transportation support. Advocacy within the university for transportation resources will be imbedded within general advocacy for OSL resources and monitoring for integrated, university-wide solutions will both continue throughout the next year (Objectives 1-7).

SIGNATURE: DEPT. CHAIR/DIRECTOR

SIGNATURE: DEAN/VICE-PRESIDENT

Name:

Name:

Date:

Date:

Final Approval:

Implementation Date: