**Service-Learning Assessment Plan**

Data on the following objectives will be collected by Outreach and Community Engagement (OCE) and compiled in annual reports to the Director of Assessment and the Academic Assessment Committee. The Academic Assessment Committee will provide yearly recommendations for improvement. Assessment reports will be distributed to all stakeholders, including the Council of Deans, the Provost, the President, and the Board of Trustees.

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| **Student Goals** | **Measures** | **Outcomes** |
| Student Understanding | Semester GPA  Survey and focus groups  Faculty S-L rubric report using reflection artifact | Students who took service-learning courses that semester will have higher GPAs than other students in a similar course who did not take service-learning courses.  **85%** of students will report that their service-learning course helped them achieve course objectives more than half the time or almost always.  **85%** of students will report that their service-learning course helped them understand how the relevant discipline can serve the needs of the communitymore than half the time or almost always.  Faculty will report \_\_\_% of students at an intermediate or above level.\* |
| Diversity | Survey and focus groups  Faculty S-L rubric report using reflection artifact | **85%** of students will report that their service-learning course helped them understand and appreciate local, national, and/or global diversitymore than half the time or almost always.  Faculty will report \_\_\_% of students at an intermediate or above level.\* |
| Civic Responsibility | Survey and focus groups  Faculty S-L rubric report using reflection artifact | **85 %** of students will report that their service-learning course helped them understand their roles as engaged, informed citizensmore than half the time or almost always.  **85%** of students will report that their service-learning course helped them understand the importance of UCA’s responsibility to address the needs of the community, nation, and world more than half the time or almost always.  Faculty will report \_\_\_% of students at an intermediate or above level.\* |
| Communication, Collaboration, and Community | Survey and focus groups  Faculty S-L rubric report using reflection artifact | **85%** of students will report that their service-learning course helped them to work well with others towards shared goalsmore than half the time or almost always.  Faculty will report \_\_\_% of students at an intermediate or above level.\* |
| **Faculty Goals** | **Measures** | **Outcomes** |
| Interest | Faculty Fellows participation  Course offerings | Faculty Fellow Applications will increase every year over the first 5 years.  The number of service-learning courses will increase **10%** each year for the first 5 years of the program. |
| Satisfaction | Survey and focus groups | **85%** of faculty survey respondents will agree or strongly agree that they were satisfied with the Faculty Fellows Program  **85%** of faculty survey respondents will agree or strongly agree that they were satisfied with the overall support they received to develop and launch a service-learning course. |
| **Community Goals** | **Measures** | **Outcomes** |
| Satisfaction | Survey and focus groups | **85%** of community partner survey respondents will agree or strongly agree that service-learning students added value to the programs/services they provide.  **85%** of community partner survey respondents will agree or strongly agree that they would be interested in hosting service-learning students in the future. |