

Service-Learning Assessment: How Do We Know If We Move the Needle?

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The Big Questions

What are students learning?

Do communities really benefit?

It it worth all the time, energy, money?

Service-Learning Assessment is...

... the systematic gathering of information and processing it to reach conclusions.

Assessment as Counting



Assessment as Evaluation



Assessment as Benchmarking



Outcomes Assessment



Research is...

...systematic, scientific inquiry designed to collect, analyze, interpret, and use data to understand, describe, predict, or control a phenomenon.

Aggregated vs. Disaggregated Data

Sample Period	Hypothesis	Lag Order Selection	Information Criterion	Likelihood Ratio	5% critical value	1% critical value	Conclusion	
1980.IV-2000.IV	M1, $r=0$	1	SBC	62.44008	34.91	41.07	One	
	M1, $r\leq 1$			21.50105	19.96	24.60	Cointegration	
	M1, $r\leq 2$			2.678774	9.24	12.97		
		2	AIC	63.36653	34.91	41.07	One	
				22.18303	19.96	24.60	Cointegration	
				2.393634	9.24	12.97		
	M2, $r=0$	2	SBC(AIC)	54.55278	34.91	41.07	One	
	M2, $r\leq 1$			21.48478	19.96	24.60	Cointegration	
	M2, $r\leq 2$			5.156355	9.24	12.97		
1992.I-2000.IV	M1, $r=0$	1	SBC (AIC)	33.29918	34.91	41.07	No	
	M1, $r\leq 1$			12.60056	19.96	24.60	Cointegration	
	M1, $r\leq 2$			4.643863	9.24	12.97		
		1	SBC	39.44755	34.91	41.07	One	
				M2, $r\leq 1$	16.55820	19.96	24.60	Cointegration
				M2, $r\leq 2$	4.706671	9.24	12.97	
	2	AIC	35.24054	34.91	41.07	One		
			16.12073	19.96	24.60	Cointegration		
				4.100181	9.24	12.97		

Assessment of Student Learning



Surveys

- **Quick, easy, non-threatening**
- **Inexpensive**
- **Produce lots of data**
- **Measure attitudes, satisfaction, perceptions**
- **Relatively easy to analyze and report**
- **Self-report results may not reflect reality**
- **Possible survey fatigue and bias**

Achievement Testing

- Can indicate level of learning
- Can compare results with non-service-learning subjects
- Difficult to ascertain if service-learners learn more

Content Analysis of Student Work

Rubrics:

- Are useful for assessing reflection
- Streamline process and ensure consistency
- Provide clear guidelines to students
- Assess pre- vs. post-course work

Observation

- **Enables direct assessment**
- **Corroborates and supplements information gathered from students and community**
- **Use rubrics, checklists, scales**

Assessment of Reflection

“How will I know it when I see it?”



Learning Assessment Begins with Outcomes and Evidence

- **Establish desired student and community outcomes**
- **Determine evidence of achievement**
- **Design learning and service activities**
- **Assess degree of outcomes achievement**

HESI 418J Now What? Composing a Life of Meaning and Purpose

- **Demonstrate the ability to critically reflect on your own responsibility and commitment to work on behalf of social change.**
- **Identify values and priorities related to social change that you regard as authentically your own.**

HESI 418J Now What? Composing a Life of Meaning and Purpose

- **Demonstrate knowledge of social change strategies and how to apply them in practice.**
- **Demonstrate understanding of the issues that underlie hunger and food insecurity and strategies to address them.**
- **Demonstrate the ability to work successfully with others to develop an action plan and implement a successful collaborative project.**

HESI 418J Pre- and Post-Course Narrative Prompt

I have a responsibility and a commitment to use the knowledge and skills I have gained as a college student to collaborate with others, who may be different from me, to help address issues in society.

Please indicate the extent to which you agree or disagree with this statement by circling the appropriate number.

Strongly
Disagree

Strongly
Agree

1

2

3

4

5

6

7

Considering your education and experiences as a college student, explain in 1-2 pages the ways in which you agree or disagree with this statement, providing personal examples when relevant.

HESI 418J: Grading Scale

A (90-100%) Exceptionally thoughtful analysis that critically considers and integrates readings and course concepts (A-, A, A+)

B (80-89.99%) Very good thoughtful analysis that thoroughly applies readings and course concepts (B-, B, B+)

C (70-79.99%) Average to below average analysis that does not thoroughly integrate readings and course concepts (C-, C, C+)

D (60-69.99%) Did not provide a thoughtful analysis (D-, D, D+)

F (below 60%) Assignment not completed

Effective Collaborator Rubric



Success! SNAP at Farmers Markets



HESI 418J: Final Grades

Class participation

25%

Two-page reflection papers

30%

Cumulative reflection

15%

Group project grade

(15% individual grade; 15% group grade) 30%

TOTAL

100%

Assessment of Community Outcomes



Community Outcomes Assessment is

- **Done in the spirit of partnership**
- **Designed with the community to meet needs identified by the community**
- **Respectful of partners' limited time**

Student Work Products



Strategic Public Relations: Learning Outcomes

Demonstrate understanding of how strategic communication can achieve organizational objectives.

Produce a complete, professional and viable plan that the target organization can implement immediately.

Strategic Public Relations: Evidence and Grading

A: In a business environment this work would distinguish your group as top professionals. It represents work that is outstanding in every way.

B: In a business environment this work would reflect well on your group and your organization. You fulfilled all requirements. Results are adequate, but undistinguished.

Strategic Public Relations: Evidence and Grading

C: You fulfilled the requirements but the work would not achieve your group's objectives without major revisions.

D: Your project failed to fulfill all the requirements.

F: Assignment not submitted.

Strategic Public Relations Individual (I) and Group (G) Grading

10% Resume and skills inventory (I)

10% Professional philosophy paper (I)

20% Agency partnership contract (G)

40% Group project binder (G)

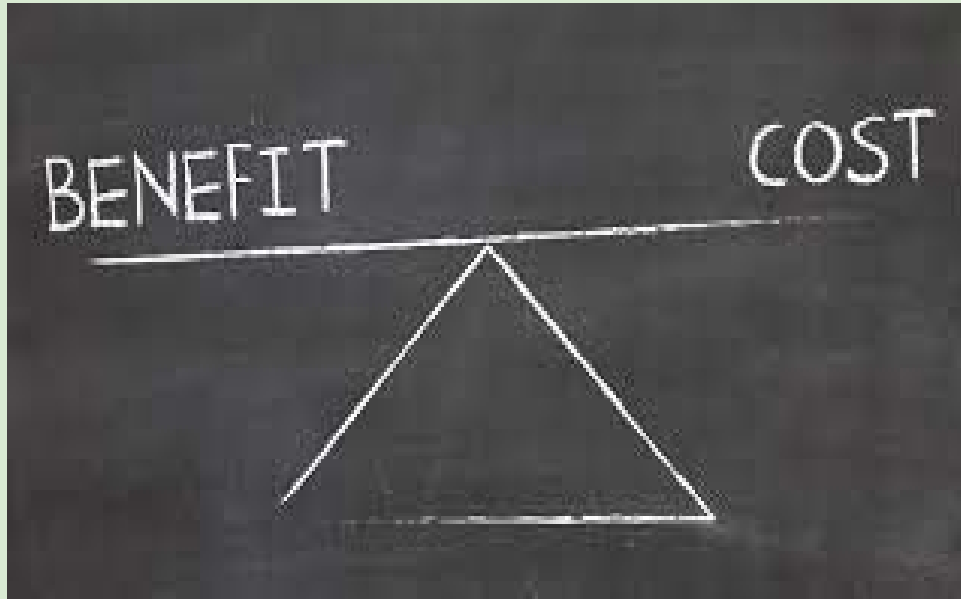
10% Presentation of final product (G)

10% Peer assessments (I)

Additional Methods for Assessing Community Outcomes

- **Surveys**
- **Interviews**
- **Focus groups**
- **Cost-benefit evaluation**

Do Community Benefits Outweigh the Costs?



How Effectively Do *Your* Assessments Measure Student Outcome Achievement?



Assessment Planning



“Not everything that counts can be counted.”

--Albert Einstein

**“You’d be amazed at how much assessment
you can get done if you have no life
whatsoever.”**

--Ernest Cline

I

Thank you!

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