**Faculty: Your Role in Service-Learning Evaluation**

We are assessing the program as a whole through a number of means.

1. Designated service-learning courses have specific questions delivered to students through “Smart Evals” as part of the semester-end student assessment of teaching. See questions below.

Smart Evaluations Service-learning Questions

|  |
| --- |
| The service-learning portion of this course helped me understand how this academic discipline can serve the needs of the community/nation/world. |
| The service-learning experience helped me achieve course objectives. |
| The service-learning portion of this course helped me understand and appreciate local, national, and/or global diversity. |
| The service-learning portion of this course helped me understand my role as an engaged and informed citizen. |
| The service-learning portion of this course helped me understand the importance of UCA’s responsibility to help address the needs of the community/nation/world. |
| The service-learning portion of this course helped me learn to work well with others to achieve common goals. |

2) We ask that you use an appropriate reflection artifact from your service-learning course (s), review these against the rubric below and provide a report back to us; this is a self-evaluation of how your particular service-learning course measures up to the service-learning rubrics. Obviously, it is expedient to review the four service-learning goals when preparing your course objectives and developing course assignments.

We are always interested in your feedback regarding the rubrics: is something important missing, or are there too many rubrics, etc.? The third page below provides a means of reporting your results. ***Please send the results to me and to Kristy Carter in OCE***.

3) We are also delivering a short survey directly to faculty teaching service-learning courses. Please complete that survey when you receive it.

4) Finally, our Division of Outreach and Community Engagement (OCE) is assessing our relations with community partners.

Service-learning course rubric for evaluating the service-learning aspect of your course(s).

|  |  |  |  |
| --- | --- | --- | --- |
| **Goal** | **Basic** | **Intermediate** | **Advanced** |
| Student Understanding: Understand how this academic discipline can serve the needs or address the issues of the community/ nation/world | Students understand service-learning but are unable to articulate discipline specific connections | Students demonstrate awareness of how discipline-based knowledge can impact social needs/ issues | Students analyze and evaluate how disciplinary expertise can impact the social needs/ issues |
| Diversity: Appreciate cultural and community diversity | Students articulate one's own cultural and/or community values and assumptions | Students compare cultural and/or community values across a range of contexts | Students respond to complex questions with answers that reflect multiple cultural and/or community perspectives |
| Civic Responsibility: Value their role as engaged and informed citizens | Students identify community/national/  international issues or needs | Students recognize their responsibility and research their role in addressing issues or needs | Students take responsible and informed action to address an issue or need |
| Communication, Collaboration and Community: Demonstrate the ability to work with others toward shared goals. | Students understand the need to work collaboratively with peers and/or community/national/  International partners to address issues/needs | Students work collaboratively with peers and/or various partners to address issues/needs | Students work collaboratively with peers and/or various partners to produce positive outcomes to address issues/needs |

**Service-Learning Course Evaluation Worksheet (Sample Worksheet)**

Faculty: Dr. Jane Doe

Course Name: Persuasion Techniques CRN: 13696 SUBJ/CRSE: COMM 3303

Semester: Spring Year: 2015 # of Students: 10

**Instructions:** Based on the general service-learning rubric, tell us how many students scored BASIC, INTERMEDIATE, or ADVANCED in Student Understanding, Diversity, Civic Responsibility, Communication, Collaboration and Community for each section of your service-learning course. Please use an appropriate reflection artifact, e.g., reflection paper, portfolio, project presentation, interview, brochure, news story, etc. that captures the essence of the service-learning assignment.

**Type of Artifact:** Final Reflection Report

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Student Understanding | Diversity | Civic Responsibility | Communication, Collaboration and Community |
| Basic | 4 | 3 | 3 | 2 |
| Intermediate | 5 | 5 | 6 | 5 |
| Advanced | 1 | 2 | 1 | 3 |
| Total # of Students | 10 | 10 | 10 | 10 |

**Overall assessment of this section:** In your judgment, explain the knowledge, skills and values you believed your students gained as a result of the service-learning portion of the course?

*Based on my review of a reflection artifact, of the students who participated in the service-learning course, the majority of students scored at an intermediate or advanced level. One student was a leader with the project but did not demonstrate a good understanding of course content and our service-learning activity. Overall, these scores indicate that the majority of the class demonstrated an awareness of how persuasion can impact social issues. Most students are also able to compare community values across a range of contexts. Most students also recognized their responsibility and role in addressing social issues. Finally, the majority of the students in the class worked collaboratively with one another to address the problem.*

**How would you improve the course in the future to advance student learning in the s-l course?**

*The service learning course was successful. In the future, I will pose more complex questions related to persuasion to challenge the students’ critical thinking skills in an effort to increase the total number of students who score intermediate to advanced in the four service-learning categories.*

**Additional comments:**

*Complete one worksheet for each course(s)/section(s).*

**Service-Learning Course Evaluation Worksheet**

Faculty: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Name: \_\_\_\_\_\_\_\_\_\_\_\_ CRN: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SUBJ/CRSE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ # of Students: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructions:** Based on the general service-learning rubric, tell us how many students scored BASIC, INTERMEDIATE, or ADVANCED in Student Understanding, Diversity, Civic Responsibility, Communication, Collaboration and Community for each section of your service-learning course. Please use an appropriate reflection artifact, e.g., reflection paper, portfolio, project presentation, interview, brochure, news story, etc. that captures the essence of the service-learning assignment.

Type of Artifact (attach sample assignment if appropriate):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Student Understanding | Diversity | Civic Responsibility | Communication, Collaboration and Community |
| Basic |  |  |  |  |
| Intermediate |  |  |  |  |
| Advanced |  |  |  |  |
| Total # of Students |  |  |  |  |

**Overall assessment of this section:** In your judgment, explain the knowledge you believed your students gained as a result of the service-learning portion of the course?

**How would you improve the course in the future to advance student learning in the s-l course?**

**Additional comments:**

*Complete one worksheet for each course(s)/section(s).*