|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **(ELO1)** **Students make connections between concepts and skills learned in an academic setting and community-based work**  | 45(38%) | 43(36%) | 26(22%) | 5(4%) |
| **(ELO2)** **Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.**  | 46(38%) | 35(29%) | 30(25%) | 8(7%) |
| **(ELO3)** **Students evaluate the impacts of the service learning activity.**  | 40(33%) | 46(38%) | 24(20%) | 10(8%) |

GE Service Learning Assessment Summary

(Autumn 2013-Summer 2014)

* The first GE Service Learning course was offered during the Autumn 2013 semester once the Service Learning GE category became part of the Open Options section of the General Education Program. These findings include GE Service Learning courses offered from Autumn 2013 to Summer 2014.
* Four GE Service Learning courses were offered and submitted GE assessment reports to the ASCC Assessment Panel for review. One course was offered two times. A total of 119 students were enrolled in the 5 offerings.
* Before each offering of a new GE Service Learning course, the Chair of the ASCC Assessment Panel meets with the instructor to discuss the rubric and guidelines for GE Assessment.
* The findings show that students at The Ohio State University are achieving the expected learning outcomes of the Service Learning GE category.
* Most of the instructors used the example prompt of an end-of-course reflection paper.
* Instructors provided reflection on the assessment process and suggested ways to improve student learning. The overarching theme was that student integration and immersion with the community partners could be improved. One course was offered twice and the instructors found that in the second offering students were able to integrate more with the community partner which resulted in more thoughtful student projects.
* The ASCC Assessment Panel is satisfied with the data and does not recommend any changes to the GE Service Learning category at this point because the majority of the students appear to be achieving at least Milestone 2. However, the Panel is recommending that courses with multiple instructors do a norming activity with the assignments and rubric used for GE assessment. The Panel will also more clearly articulate what is expected in the reports when meeting with the instructors before the course is offered as well as reminding instructors to view GE assessment as an ongoing process.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Capstone(4) | Milestone(3) | Milestone(2) | Benchmark(1) |

A total of 119 students were assessed as part of the GE Service Learning category from Autumn 2013-Summer 2014.
At a minimum, students were expected to meet Milestone 2 on the GE Service Learning Rubric.

For ELO3 the numbers do not equal the total number of students (119) because one report included an extra number.

**The following GE Service Learning courses were offered, assessed, and included in the findings above:**

Economics 3900.01S

Geography 5200S

Sociology 2211S

Sociology 4000H (submitted twice)

**The rubric used for GE Service Learning assessment:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Capstone(4) | Milestone (3) | Milestone(2) | Benchmark (1) |
| **(ELO1)** **Students make connections between concepts and skills learned in an academic setting and community-based work**  | Connects, analyzes, and extends knowledge (facts, theories, etc.) from course content to Service Learning activity.  | Connects and analyzes knowledge (facts, theories, etc.) from course content to Service Learning activity.  | Begins to connect knowledge (facts, theories, etc.) from course content to Service Learning activity.  | Student expresses a limited, unclear connection of course content to Service Learning activity.  |
| **(ELO2)** **Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.**  | Articulates a thorough and complex understanding of the issues, resources, assets, and cultures of the community in which they are working.   | Identifies and clearly understands the issues, resources, assets, and cultures of the community in which they are working.  | Identifies the issues, resources, assets, and cultures of the community in which they are working.   | Shows minimal awareness of the issues, resources, assets and cultures of the community in which they are working.  |
| **(ELO3)** **Students evaluate the impacts of the service learning activity.**  | Student thoroughly evaluates the impacts of the Service Learning experience on themselves, the organization, and also considers the long term impact of the work on the community.  | Student evaluates the impacts of the Service Learning experience on themselves and the contributions that they made to the goals and aims of the organization.  | Student evaluates the impacts of the Service Learning experience on themselves.  | Student minimally evaluates the impacts of the Service Learning experience.  |