

The MLK Challenge: A service event that will engage and inspire your students
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Description of the Session

This session will focus on: why assessment in Service-Learning is important, how assessment can be influential in the work that we do, what groups you may want to consider assessing and the various assessments that are being conducted within the Service-Learning Center at Central Piedmont Community College (CPCC). We will cover: the assessment that we are currently conducting for our faculty, students and community partners, as well as the results of those assessments for the past four years; the assessment that we have designed to cover personal growth and responsibility, the results of that assessment; and the assessment that we have designed for the Community Service Federal Work-Study Program, as well as those results.

Foundations of the Session

CPCC is fortunate to have a department of Institutional Effectiveness and Quality Insurance on campus. This department is a wonderful resource and has been instrumental in developing surveys, rubrics, and other methods of assessment for the various departments at the college. When Service-Learning was first implemented at the college we felt it was very important to assess each of the groups that we would be working with: students, faculty, and community partners. A survey was developed for each group that would allow us to capture data such as: the impact that the Service-Learning experience had on the students, demographics, college status (i.e.: number of hours and year of student), services the students received, the service itself, reflection, etc. In addition to surveys, other methods of assessment were implemented as well. Students have participated in focus groups and interviews, completed

rubrics and various classroom assessment techniques. Community partners have taken part in roundtable discussions, interviews and focus groups. Faculty have been interviewed and taken part in round table discussions. The data that was assessed from these groups has been used to make decisions regarding the programs and services that were offered by the Service-Learning Center. Additionally the data can be used to write grants, recruit new instructors, assess the program as a whole, and to fulfill the objectives set forth by the institution.

CPCC has identified four core competencies that each student should possess as they graduate, those competencies are as follows: critical thinking, quantitative literacy, communication, and personal growth and development. The Service-Learning staff strongly felt that one way for students to achieve personal growth and responsibility is by participating in Service-Learning. Three years ago, a rubric was developed that allowed students to assess where they see themselves in terms of personal growth and responsibility using key indicators such as: personal identity and moral values, respect and cooperativeness, leadership skills, civic responsibility, and diversity. The rubric was given to students at the beginning and end of each semester in three classes where Service-Learning was offered an option. The pre and post rubric results were determined and then the Service-Learning students were compared to the non Service-Learning students to see if they experienced a higher rate of personal growth and responsibility. For the past three years these results have been very positive and have clearly showed how students can benefit from Service-Learning.

What is to be Achieved

This session is designed to share information and assessment practices that are currently being used at CPCC. Participants will be exposed to what CPCC is assessing, why they are assessing it, as well as what is working and not working with these assessment practices.

Individuals will be asked about current assessment methods at their perspective institutions. This workshop will be a chance to exchange ideas and gain a fresh perspective on assessment practices.