Assessment Plan
Office of Service Learning
Loyola University New Orleans

The design and delivery of OSL’s programs and services is guided by a focus on quality (as distinguished from but also related to quantity). Accordingly, assessment efforts are aimed at measuring not just how much service learning is happening at Loyola, but also how well those service learning activities are succeeding. OSL regularly assesses the impact of service learning on students, community partners, and faculty.

1. Service learning students are surveyed every semester. Survey instruments are designed to measure the impact of service learning on students. Quality measures include (but are not limited to) integrative learning (connection between academic content and experiential learning) and formation toward Jesuit values (e.g., social justice). Survey instruments and quality measures are revisited and refined as needed, with input from faculty, students and community partners. Results are analyzed and interpreted regularly with the assistance of Loyola’s Community Engagement Research Director. Results inform long-term planning and near-term programmatic decision making. Results are shared with faculty, university administrators, community partners, Institutional Advancement and Marketing/Communications on a regular basis.

2. Community partners are surveyed annually. Survey instruments are designed to measure the impact of service learning on community partners. Quality measures include (but are not limited to) depth and sustainability of partnerships, effective collaboration, mutual trust, mutual benefit and capacity-building. Survey instruments and quality measures are revisited and refined as needed, with input from institutional and community leaders. Results are analyzed and interpreted regularly with the assistance of Loyola’s Community Engagement Research Director. Results inform long-term planning and near-term programmatic decision making. Results are shared with faculty, university administrators, community partners, Institutional Advancement and Marketing/Communications as needed.

3. A sample of service learning faculty are surveyed every semester. Survey instruments are designed to measure the impact of service learning on faculty members’ teaching, scholarship and service. Survey instruments are revisited and refined as needed, with input from faculty advisory council. Results are analyzed and interpreted regularly. Results inform outreach, development and training efforts among faculty. Results are shared with faculty and faculty support personnel as needed.

4. Constituent-specific leadership councils within OSL (Student Leadership and Advisory Board or S-LAB, Community Partners Council or CPC, Service Learning Faculty Advisory Committee or SLFAC) provide regular feedback and undertake ad hoc assessment activities.
This general framework will guide OSL’s assessment efforts into the future. This plan will be reviewed whenever Loyola University articulates new institutional strategic plans and goals, or whenever OSL significantly revises its programmatic goals.