

## PRAC Annual Report 2008-09

### Center for Service and Learning

Office/Topic	Source(s) of Evidence	Responsive Improvements
Office of Community Work-Study	Online surveys of students, community partners; student focus groups.	Used survey feedback continuously throughout the academic year for improved program implementation. Focus groups documented value of community-based work study.
Office of Community Service	Student interviews, oral reflections; online survey of community partners.	Improved program implementation. Increased alternative spring break options.
Office of Neighborhood Partnerships	Interviews with community partners and community residents; student reflections; online survey of community partners.	Increased and strengthened networks with community partners; improved program implementation.
Office of Service Learning Faculty Development (general)	Faculty interviews, conference reports.	Improved workshop content. Continued faculty writing circle opportunity.
Boyer Scholars Program	Pre-post inventory of knowledge.	Used both formative and summative feedback to improve implementation of program.
Student Scholarships	Student and staff interviews; faculty and student reflections; Civic Minded Graduate Narrative	Documented value of program for students and faculty. Documented civic learning outcomes for student learning assistants.
CSL Research Collaborative (Signature Center)	Publications, website development; oral and written conference evaluation forms.	Used both formative and summative feedback to improve implementation of symposia and authors' meetings. Continued partnership with National Service Learning Clearinghouse.
General student learning outcomes related to civic engagement	Civic-Minded Graduate Scale; Civic-Minded Graduate Narrative.	Student responses were used to improve program planning and implementation. Outlined plans to use CMG Scale and Narrative in faculty development opportunities for next year.
General student learning outcomes in service learning courses	End-of-course student evaluation form for service learning courses.	Anonymous student responses are provided to individual faculty for course improvement and documentation of teaching excellence. CSL uses aggregated responses to improve faculty development opportunities.