



Evaluation & Research

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Evaluation

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Our web site contains annotated bibliographies as well as links to other sources of information on assessment and evaluation.

We have listed in alphabetical order by title, a variety of resources for assessment and evaluation. While some of these listings directly relate to the service-learning field, some are more general in nature. Please email suggested additions for this list to heslcp@gseis.ucla.edu. If you are interested in assessment and evaluation resources for K-12 programs, please visit the National Service-Learning Clearinghouse at <http://www.nicsl.coled.umn.edu/>

Evaluation and Assessment Tools

Title: Assessing the Impact of Service-Learning Workbook

URL: <http://www.oaa.pdx.edu/cae/>

Abstract: A comprehensive guide to assist faculty, students, institutional leaders and community partners in understanding and assessing the impact of community based learning. It includes an overview of assessment measures, guides for the administration of each measure, and suggestions for how to use assessment data to further improve teaching and learning. Currently unavailable online because of revision but is expected to be available Summer 2001.

Title: Assessing Internal and External Outcomes of Service-Learning Collaborations. URL: <http://www.mc.maricopa.edu/academic/compact/PubFrames.htm>

Abstract: A resource that provides critical insights from community college and university faculty for enhancing and improving service-learning programs. From institutional self-assessments to assessing the

community impact, this sourcebook provides the tools necessary to improve your service-learning program. (\$20) Availability: Campus Compact National Center for Community Colleges, 145 N. Centennial Way, Suite 108, Mesa Arizona 85201.

Title: Assessment Packet for the Florida Campus Compact

URL: <http://www.brevard.cc.fl.us/CSL/10Howtodoit.html>

Abstract: This packet contains information on assessing service-learning programs and includes forms and questionnaires for faculty, students, and agencies. Contains examples from other institutions as well as their own forms. Available for purchase at the Center for Service-Learning at Brevard Community College (407-632-1111, ext. 62410). Order forms can be accessed through the website.

Campus Compact: Building the Service-Learning Pyramid

URL: <http://www.compact.org/service-learning/>

Abstract: This website acts as a guide to service-learning and engaging citizens by providing service-learning and civic education resources and toolkits. There are toolkits for introductory, intermediate and advanced levels which also include articles and instruments for assessment.

Compendium of Assessment and Research Tools (CART)

URL: <http://cart.rmcdenver.com>

Abstract: RMC research, a partner in W.K. Kellogg Foundation's Learning in Deed Initiative, administers this website which provides assessments and research tools designed to assist those who have an interest in studying the effectiveness of youth development programs (such as service-learning) and related educational activities. CART users can find a tool that is appropriate for their interests or they can locate an existing tool to guide their development of an instrument better suited to their research questions.

Title: Doing Self-Directed Study for Service-Learning

Authors: Shumer, Robert & Berkas, Thomas

ERIC NO: ED417997

URL: <http://umn.edu/~serve>

Abstract: This workbook is designed to introduce service-learning practitioners to the evaluation process and to help practitioners generate a local support network. The design portion guides the practitioner through a self-directed study for their own program and is formatted for use with or without a formal training session. The workbook portion guides production of a needs analysis, writing a formal study, and reporting results. Available from the National Service-Learning Clearinghouse, University of Minnesota, R460 Vocational Technology Education Building, 1954 Buford Avenue, St. Paul, Minnesota 55108.

Title: Evaluation and Assessment in Service-Learning

URL: <http://www.mc.maricopa.edu/academic/compact/PubFrames.htm>

Abstract: A resource for those involved in service-learning who want to improve both their programs and their awareness of the far-reaching as well as the immediate impacts their programs have. This compilation includes both the why and the how of assessing service-learning programs and impacts, including student pre and post-tests, surveys and resources. Availability: Campus Compact National Center for Community

Colleges, 145 N. Centennial Way, Suite 108, Mesa Arizona 85201.

Glendale Community College: Service-Learning Web

URL: <http://www.gc.maricopa.edu/servicelearning/>

Abstract: This website contains information on service-learning including benefits, how to get started, creating timelines, and developing learning plans. Faculty, students and agencies can access examples of forms, including evaluation.

Methods and Strategies for Assessing Service-Learning in the Health Professions.

Authors: A.F. Shinnamon, S.B. Gelmon, and B.A. Holland.

URL: <http://futurehealth.ucsf.edu/ccph.html> , or by calling 415-476-7081.

Abstract: A workbook of assessment methods used in the HPSISN evaluation.

Title: Service-Learning: Prescriptions for Success from Birth to Maturity

Authors: Kearns, Lynette & Haley, Alanna

Availability: Center for Service-Learning at Brevard Community College

URL: <http://www.brevard.cc.fl.us/CSL/>

Abstract: This resource provides examples of service-learning components such as mission and goals, examples of job descriptions, syllabi, and forms.

Evaluation of programs and courses (organized in chronological order)

Title: The University of California, Berkeley - Service-Learning Research and Development Center

URL: <http://www-gse.berkeley.edu/research/slc/servicelearning.html>

Abstract: A list of the evaluation activities (K-12 and Higher Education) undertaken by the Service-Learning Research and Development Center in recent years is detailed.

Title: The Art and Science of Classroom Assessment: The Missing Part of Pedagogy

Authors: Brookhart, Susan M.

Year: 1999

Availability: ASHE-ERIC Higher Education Report, v.27, n. 1.

Abstract: This volume contains a description of effective assessment of students' achievement in college and university classes. Definitions of terms found in assessment are provided and examples of use are shown. The volume provides insights into three areas challenging the academy: professional standards of assessment, outcomes assessment and grade inflation. The book also summarizes the literature on classroom assessment in higher education, explains methods of assessment, delineates the development of good assessment instruments and scoring procedures, reviews grading strategies and provides several models for achieving the goal of quality classroom assessment and resources for faculty to improve assessment skills.

Title: Assessment in Higher Education: Issues of access, quality, student development and public

policy: a festschrift in honor of Warren W. Willingham.

Authors: Messick, Samuel J., ed.

Year: 1999

Availability: Lawrence Erlbaum Associates, Publishers, 10 Industrial Ave., Mahwah, NJ 07430

Abstract: This volume commemorates the career contributions to research on higher education of Warren W. Willingham. The volume contains the proceedings of a conference held in his honor at Educational Testing Service in March 1995. Willingham's work addresses most of the major issues that occupied higher education over the past half century. The volume contains chapters that address the following issues: enhancing student access, development and success in higher education; transforming admissions testing to meet expanding educational needs; resolving the politics of accountability by assessing quality outcomes of higher education; accommodating human diversity with equity and fairness; and, capitalizing on computer and audiovisual technology to prepare students for a technology-dominated future.

Title: Doing Well by Doing Good: A Study of the Effects of a Service-Learning Experience on Student Success. ASHE Annual Meeting Paper.

Authors: Berson, Judith S; Younkin, William F.

Year: 1998

Availability: ERIC No. ED427568

Abstract: This study explores the effects of service-learning on student success in college. The study consisted of 286 students enrolled in six paired community college courses in various disciplines. One section of each pair was taught using traditional subject matter and course material, while the other section of each pair was required to participate in a 20 hour service-learning activity in addition to the regular course curriculum. The results indicated that students who participated in the sections with a service-learning requirement achieved higher final course grades and reported greater satisfaction with the course.

Community-based Education and Service: The HPSISN Experience.

Authors: S.B. Gelmon, B.A. Holland, A.F. Shinnamon, and B.A. Morris. Journal of Interprofessional Care 12 (August 1998): 257-272.

URL: <http://www.city.ac.uk/barts/jipc/jipc.htm>.

Abstract: An article describing HPSISN evaluation methodology and general findings.

Community-University Partnerships for Mutual Learning.

Authors: S.B. Gelmon, B.A. Holland, S.D. Seifer, A. Shinnamon and K. Connors.

Availability: Michigan Journal of Community Service-Learning 5 (Fall 1998): 97-107. *Abstract:* An article from HPSISN evaluation specifically on evaluation of community-university partnerships and findings.

Health Professions Schools in Service to the Nation: 1996-1998 Evaluation Report.

Authors: S.B. Gelmon, B.A. Holland and A.F. Shinnamon. San Francisco: Community-Campus Partnerships for Health, 1998.

URL: <http://futurehealth.ucsf.edu/ccph.html> , or by calling 415-476-7081.

Abstract: Report of the evaluation of a three year, 20 site national demonstration program (HPSISN) on integrating service-learning into health professions education (single disciplines and interdisciplinary).

Title: Service-Learning: Perceptions of Pre-service Teachers

Authors: McMahon, Rebecca.

Availability: Paper presented at the Annual Meeting of the Mid-South Educational Research Association, New Orleans, LA, November 4-6, 1998).

ERIC No. ED 431678

Abstract: A study used qualitative data for gaining insight into preservice teachers' experiences and perceptions related to service-learning. Subjects were undergraduate students enrolled in two sections of an early childhood course. Data analysis revealed a favorable perspective toward service-learning. Academic benefits cited ranged from clarifying an individual's choice of major to observing or applying information present in university courses. Additionally, participants communicated learning outcomes in regard to each individual, the community, and children.

Title: What are Students Learning? Assessing Service-Learning and the Curriculum

Authors: Blash Cumbo, Kathryn; Jennifer A. Vadeboncoeur.

URL: www.aera.net

Year: 1998

Availability: American Educational Research Association; 1230 17th Street, NW, Washington, DC 20036-3078; Telephone: 202-223-9485.

Abstract: This paper explores the meaning of learning in service by explicating how service-learning links to current standards based reform agendas and how the academic learning associated with service-learning can be assessed by teachers, professors, and community agency personnel. Cumbo and Vadeboncoeur seek to show how service-learning can help produce a system of learning, teaching, and assessment that embraces democratic ideals, addresses real world issues, evaluates learning and teaching in authentic ways, and is based on high academic standards.

Title: Evaluating Outcomes of Service-Learning Courses at a Parochial College

Authors: Fenzel, L. Mickey; Leary, Timothy P.

Year: 1997

Availability: ERIC: ED410281

Abstract: Many colleges and universities are using a service-learning paradigm to structure service-learning experiences for their students to reinforce and enhance the understanding of course material. Two studies were undertaken at a parochial college to address the benefits to students who perform service as part of their curriculum studies. Results demonstrate the difficulties of demonstrating benefits of service-learning, but show the using comparison groups is a useful approach.

Title: Assessment Model for Service-Learning: Comprehensive Case Studies of Impact on Faculty, Students, Community, and Institution

Authors: Driscoll, Amy; Barbara Holland, Barbara.

Year: 1996

Availability: Michigan Journal of Community Service-Learning. Fall 1996. Article 7, p.66-71;

Abstract: A comprehensive case study model of assessment developed at Portland State University responds

to the need to measure the impact of service-learning on four constituencies (student, faculty, community, and institution). The case studies blend quantitative and qualitative measures in order to determine the most effective and practical tools to measure the impact of service-learning impact and to provide feedback for continuous improvement of practice. Insights from the design process and preliminary results have potential value for institutions with similar agendas for service-learning and community partnerships.

Title: Faculty Assessment of Student Learning: Outcomes Attributed to Service-Learning and Evidence of Changes in Faculty Attitudes About Experiential Education

Author: Hesser, Garry.

Year: 1995

Availability: Michigan Journal of Community Service-Learning, v2 p33-42 Fall 1995

Abstract: Results of a survey of 48 college faculty from diverse disciplines and institutions support the hypothesis that faculty feel that both liberal arts and disciplinary learning derive from field study and service-learning, suggesting a shift in faculty attitudes about service-learning from skeptical to affirming. It is proposed that experiential learning and reflective practice have become established in higher education.

Title: The Effectiveness of the Assessment of Learning Outcomes of Students in Experiential Learning Programs

Authors: Davis, Donald Raymond.

Year: 1988

Availability: Dissertation, Southern Illinois University

Abstract: This study traced the development of the assessment of experiential learning from 1974 to 1986 and identified the most effective tools and techniques used to measure the learning outcomes of students in experiential learning programs. The study asked 206 instructors and administrators of experiential learning about their program implementation data, purpose of assessment activities, types of assessment tools and the effectiveness of those assessment tools. Results indicate that written assessment was deemed the most effective tool for experiential education. Program improvement remains as a prime purpose of assessment and evaluation in experiential education.

Title: Instruments and Scoring Guide of the Experiential Education Evaluation Project.

Authors: Conrad, Dan and Hedin, Diane.

Year: 1981

Availability: National Service-Learning Clearinghouse, University of Minnesota, 1954 Buford Ave., Room 460, VoTech Building, St. Paul, MN 55108, 1-800-808-7378.

Abstract: As a result of the Experiential Education Evaluation project, this publication identified instruments used to measure and assess experiential learning programs. The following information is given for each instrument: rationale for its inclusion in the study; precise issues or outcomes designed to measure validity and reliability data; and directions on how to score. Descriptions of assessment tools are organized according to four categories: instruments on social development; instruments on psychological development; instruments on intellectual development and instruments on differential program impact.

Title: Principles of Good Practice in Assessing Experiential Learning.

Authors: Willingham, Warren H..

Year: 1977

Availability: ERIC ED. 148840

Abstract: The Cooperative Assessment of Experiential Learning project (CAEL) has developed general principles for assessment of prior experiential learning which can be adapted for local circumstances and individual learning. An overview of the basic principles of good assessment practice, as represented in current CAEL publications is provided. Procedural guidelines are presented, with references to fuller discussion in other CAEL reports.

Title: Strategies for Institutionalizing Evaluation: Revisited.

Authors: Stufflebeam, Daniel.

Abstract: Every service organization needs to conduct sound evaluations to identify and address constituents needs, improve services, make defensible personnel decisions, effectively serve clients, and earn client confidence. This article posits that an organization can best meet its evaluation needs by institutionalizing a sound unified evaluation system. While the article focuses on educational organizations, its message applies to the full range of organizations dedicated to serving clients. To assist organizations to define one general approach to program, client, and personnel evaluation, the article presents two checklists. The first defines 18 goals of a sound, unified evaluation system. The second checklist defines 10 components of a fully functional evaluation system. Available: The paper may be purchased by sending a check or money order for US\$5 to The Evaluation Center, 401B Ellsworth Hall, Western Michigan University, Kalamazoo, MI 49008-5178.

Organizations

The organizations listed and linked to on the following pages are general in nature and may or may not include resources that are specific to service-learning and higher education

American Association for Higher Education Assessment Forum

One Dupont Circle NW, Suite 360, Washington, DC 20036;

Phone: 202-293-6440

AAHE works to improve higher education assessment practices and assist colleges in using assessment techniques to improve students learning. It provides information on recently developed assessment techniques and commissioned papers on higher education assessment. The Forum also offers consulting and networking services.

The Association for the Study of Higher Education (ASHE)

URL: <http://tiger.coe.missouri.edu/~ashe/>

ASHE is a scholarly society with about 1,200 members dedicated to higher education as a field of study. The Association promotes collaboration among its members and others engaged in the study of higher education through research, conferences, and publications, including its highly regarded journal, The Review of Higher Education.

Association for Supervision and Curriculum Development (ASCD) Network on Authentic Assessment

URL: <http://www.ascd.org>

Pacific Educational Laboratory, Suite 1409, 1164 Bishop Street, Honolulu, HI 96812

Phone: 808-532-1900.

ASCD sponsors special interest groups called networks to help curriculum developers and supervisors exchange ideas, solve problems, and collaborate on issues of mutual concern.

Cascade Educational Consultants

Terry Pickeral, 2622 Lakeridge Lane, Bellingham, WA 98226;

URL: <http://www.az.com/~pickeral/>

Phone: 360-676-9570.

CEC's website includes overview, rationale, challenges, and methods to assess the impact of service-learning on students, teachers, schools, and community. It also includes models for assessing program impact and effectiveness.

Clearinghouse for Higher Education Assessment Instruments

University of Tennessee, Knoxville, 212 Claxton Education Building, Knoxville, TN 37996; Phone: 615-974-3748

Gathers information on standardized and faculty-developed instruments and methods to assess the outcomes of higher education. The clearinghouse provides collections of assessment instruments on student services/student development, institutional effectiveness, basic skills and general education, affective assessment, portfolio assessment, and assessment instruments in the major.

ERIC Clearinghouses on Assessment and Evaluation

The Catholic University of America, 209 O'Boyle Hall, Washington, DC 20064-3893; Phone: 202-319-5120.

Acquires, selects, and abstracts education information on testing and evaluation, including measurement devices, research design, and methodology.

National Center on Postsecondary Teaching, Learning, and Assessment

URL: <http://www.ed.psu.edu/cshe/nctla.htm>

403 South Allen Street, Suite 104, State College, Pennsylvania, 16801; phone: 814-865-5917, fax: 814-865-3683.

Originally funded from the U. S. Department of Education's OERI, The National Center on Postsecondary Teaching, Learning, and Assessment (NCTLA) is a research, development, and dissemination center that seeks to discover what facilitates student learning. NCTLA comprises faculty, administrators, and researchers at Penn State, the University of Illinois at Chicago, Syracuse University, Northwestern University, Arizona State University, and the University of Southern California. Their web site contains resource information and assessment institute conference information.

Northwest Regional Educational Laboratory (NWREL)

URL: <http://www.nwrel.org>

101 South Main Street, Portland, OR 97204-3297 Phone: 503-275-9500

Operates the Center for Applied Performance Testing, which exists to help schools achieve better assessment of student outcomes. NWREL also maintains a collection of tests and offers a video series on assessment for teachers and administrators.

NWREL has an assessment and evaluation program that translates for educators and community leaders the best research into practical, user-friendly resources.

Research

The Learn & Serve America National Service-Learning Clearinghouse at ETR Associates (<http://www.servicelarning.org>) houses a searchable database, with thousands of abstracted articles on service-learning. Here, we present a few of the more well-known works, and introduce work underway at the Higher Education Research Institute (which houses this part of the Clearinghouse).

Contents:

- Higher Education Research Institute (HERI) Publications
 - [How Service-Learning Affects Students \(executive summary\)](#)
 - [2000 Freshman Survey Results](#)
 - [Faculty Participation in Service-Learning](#)
 - [Service-Learning Needs Assessment](#) (1999 Clearinghouse Assessment)
 - [Bibliography of related HERI research](#)
- [Higher Education Service-Learning Research Publication](#)
- The Source Newsletters (Quarterly newsletters produced by The Service Learning Clearinghouse Project during 1999 and 2000).
 - [Newsletter Fall/Winter 1999](#)
 - [Newsletter Winter 2000](#)
 - [Newsletter Spring 2000](#)
 - [Newsletter Summer 2000](#)
 - [Newsletter Fall 2000](#)

Higher Education Research Institute (HERI) Research

How Service-Learning Affects Students

[Click here to read the article](#)

The two major goals of this study were to explore the comparative effects of service-learning and community service on the cognitive and affective development of college undergraduates, and to enhance our understanding of how learning is enhanced by service.

2000 Freshman Survey Results

URL: <http://www.gseis.ucla.edu/heri/heri.html>

Service-Learning Needs Assessment (1999 Clearinghouse Assessment)

In March 1999, the UCLA Service-Learning Clearinghouse Project completed a three-month study of Learn and Serve American higher education grantees and subgrantees. There were approximately 70 respondents to the electronic survey. Click on the links below to view the survey instrument or to read a brief description of the institutional and respondent.

- [Survey Instrument](#)
- [Institutional and Respondent Profiles](#)
- [Survey Results](#)

HERI Studies Related to Service-Learning

Antonio, A. L., Astin, H. S., and Cress, C. M. (2000). "Community service in higher education: A look at the nation's faculty." *Review of Higher Education*, 23, (4) 373-398.

Astin, A. W. (1975). *Preventing students from dropping out*. San Francisco: Jossey-Bass.

Astin, A. W. (1977). *Four critical years*. San Francisco: Jossey-Bass.

Astin, A. W. (1984). "Student involvement: A development theory for higher education". *Journal College Student Personnel* 25, 297-308.

Astin, A. W. (1991). *Assessment for excellence: The philosophy and practice of assessment and evaluation in higher education*. New York: Macmillan/Onyx.

Astin, A. W. (1993). *What matters in college? Four critical years revisited*. San Francisco, CA: Jossey-Bass.

Astin, A. W. (1996). "The role of service in higher education". *About Campus*, 1 (1), 14-19.

Astin, A. W. and Ikeda, E. K. (2000). "Institutional commitment to service: An analysis of Campus Compact membership." Unpublished manuscript, Higher Education Research Institute.

Astin, A. W. and Sax, L. J. (1998). "How undergraduates are affected by service participation". *Journal of College Student Development* 39 (3), 251-263.

Astin, A. W., Sax, L. J., and Avalos, J. (1999). "Long-term effects of volunteerism during the undergraduate years." *The Review of Higher Education* 22 (2), 187-202.

Astin, H. S., Antonio, A. L., Cress, C. M., and Astin, A. W. (1996). *Faculty involvement in community service*. Los Angeles: Higher Education Research Institute, UCLA. Report for RAND Corporation, Santa Monica, CA.

Ikeda, E.K. (1999). *How does service enhance learning? Towards an understanding of the process*.

Unpublished Dissertation.

Sax, L. J. and Astin, A. W. (1997). "The benefits of service: Evidence from undergraduates". Educational Record 78: 25-32.

Sax, L. J., Astin, A. W., and Astin, H. S. (1996). What were LSAHE impacts on student volunteers? Chapter in Evaluation of Learn and Serve America, Higher Education: First Year Report. Santa Monica, CA: RAND Corporation.

Higher Education Service-Learning Research Publications

The Michigan Journal of Community Service-Learning

URL: <http://www.umich.edu/~mjcsl/>

The MJCSL is refereed journal that publishes articles related to service-learning theory, pedagogy and practice.

Combining Service and Learning in Higher Education: Summary Report. 1999 RAND Report

URL: <http://www.nicsl.coled.umn.edu/res/rand.pdf>

This research report chronicles the findings of a three-year evaluation of federally funded service-learning programs.

Eyler, J. S. & Giles, D. E. (1999). **Where's the Learning in Service-Learning?** San Francisco: Jossey-Bass. Using both qualitative and quantitative methods, this is a comprehensive study seeking to understand the kinds of learning facilitated by service-learning.

Clarke, J.S., Ellett, C.D., Bateman, J.M., & Rugutt, J.K. (1996). **Faculty receptivity resistance to change, personal and organizational efficacy, decision deprivation and effectiveness in research I universities.** Paper presented at the Annual Meeting for the Study of Higher Education, Memphis TN. (ERIC No. ED 402 846).

Title: Institutional Support for Service-Learning.

Authors: Serow, Robert C. and others

Availability Journal of Research and Development in Education; v29 n4 p220-25 Sum 1996

ERIC NO: EJ535020

Abstract: This study identified factors associated with support for service-learning (SL) among institutions of higher education. Surveys of SL programs in North Carolina indicated that institutionalization of SL was closely associated with such institutional characteristics as degree of faculty involvement and emphasis on academic goals in SL courses.

Title: Service-Learning and Student Volunteerism: Reflections on Institutional Commitment

Author: Ward, Kelly

Availability Michigan Journal of Community Service-Learning; v3 p55-65, Fall 1996

ERIC NO: EJ552444

Abstract: A study examined how five colleges and universities with stated commitments to public service incorporate volunteerism and service-learning into organizational structures. Results suggest that institutions that make centralized decisions and share governance are more apt to institutionalize service-learning than are more loosely coupled systems. Faculty participation, integration of service-learning into curriculum, presidential support, and adequate funding are key elements.

Title: Problems, Politics, And Possibilities of a Progressive Approach to Service-Learning in a Community College: A Case Study.

Author: Kevin Burr

URL: <http://scholar.lib.vt.edu/ejournals/JITE/v36n3/burr.html>

Available: Journal of Industrial Teacher Education v36 n3, Spr 1999.

Abstract: This study revealed that progressive service-learning concepts can be ideally utilized in a community college environment. These learning methods lend themselves most specifically to technical career options in community colleges and are in line with the emphasis in the community college mission statement that focuses on career preparation and community involvement.

Bringle, R.G., & Hatcher, J.A. (1996). "Implementing service-learning in higher education". Journal of Higher Education, 67: 221-239.

Bringle, R. G., & Hatcher, J. A. (2000). "Institutionalization of service-learning in higher education". Journal of Higher Education, 71(3): 273-290.

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