To reduce the amount of time each mentor has to spend online, we suggest that you assemble the materials listed below prior to logging in to the survey. There will be places throughout the survey where you are prompted to upload, type or cut/paste these items as inline text.

All SLA funded faculty/staff are expected to provide information related to the following:

- **Dissemination**: A listing of any dissemination efforts (e.g., conference presentations [local, regional and national; blogs, community forums, op eds., etc] and/or publications) associated with your funded project(s).
- **Assessment**: Each mentor will select one area of assessment to report on based on their current area of interest and the category for which they received funds (refer below). Depending on the category of award, different materials may be solicited (instruments, aggregate data and/or summary results). Assessment reporting is discussed in more detail below.
- **Semester/Academic Year Project Summary**: Description of the activities and outputs of your SLA supported community engaged, teaching, research and/or service this funding cycle.

**In your summary, make sure to:**

- Describe and provide examples of how receipt of the SLA scholarship has advanced your (i.e. the mentor) teaching, scholarship or practice in the context of community engagement.
- Describe the substantive contributions your SLA(s) has/have made to your project/course/program this semester/year.
- Discuss in detail the outputs generated as a result of this project and funding through the CSL. In your response, please make sure to reference instances where community members have active roles in the various stages your project.
- List other campus offices or community entities that supported this project/course. Include type and amount of support for each.
- Map your project to how it contributes to one or more of the community capitals. The Community Capitals’ Framework (CCF) provides a means of documenting and framing the diverse ways that community engaged teaching, research and service can contribute to the public good. Review the description of the Community Capitals. Using the framework, respond to the following question:
How would you characterize the contributions your project has made to one or more domains of the Community Capitals. Provide explicit examples that illustrate your selections.

Guideposts for Assessment Reporting

All faculty/staff mentors supported through the SLA scholarship program are expected to provide assessment and outcomes data associated with supported projects/courses/activities. This program views assessment as integral part of reflection on scholarly and community-engaged practice. As such, how you approach assessment as a practitioner/scholar should be guided by the burning question(s), you and your collaborators have about the processes, outputs and outcomes of this community-university engagement.

The Center for Service and Learning is interested in documenting how IUPUI faculty, staff and campus units are approaching assessment and evaluation of community engagement. This includes documenting:

- the diversity of practices associated with community-engaged teaching, research, scholarship & creative activity, partnerships and service;
- what, if anything, faculty and staff individually, in our courses/projects, and collectively, in our units and offices, are doing to document and monitor the outcomes of community-university engagement, particularly effective teaching;
- how you and your collaborators are using assessment to transform and rethink how you approach how you teach, research, partner, and serve.
- Local efforts to integrate community members and students as active contributors to assessment or evaluation design and implementation.

As a participant and mentor in this program, you are only asked to share what you are currently doing, if anything. There is no expectation that you will rush to collect information solely for the purposes of this report. We do expect to see changes in practice or growth over time in cases where faculty/staff/units earn funding more than one year in a row. This information will be used in aggregate to inform capacity building conversations at the unit and campus level to build campus evaluation capacity for community engagement across teaching, research, service and partnerships.

Distinguishing Outputs from Outcomes

**Outputs** are the tangible things produced by the project, intervention or process you (and/or your students and partners) developed and implemented. **Outcomes** define changes that have taken place as a result of implementation during a particular period of time and in specific settings.

There are **two types of outputs:**
• Those tangible things the project intends to produce: clients served, people fed, trees planted, coats collected, interviews conducted, etc.
• Those tangible plans, measurements, tracking processes and status reports that pertain to planning, managing and assessing the project/course/intervention itself.

Outcomes can be more challenging to measure and monitor as they can be more difficult to precisely quantify. However, it is outcomes that we, as educators and scholars, seek to produce through our courses/programs/projects to enhance both student and community outcomes.

Similarly, outcomes are also what funders look for in grant proposals, and increasingly, what tenure and promotion committees desire in evaluating teaching effectiveness. Hence, it is important for us to move iteratively from describing our work to tracking outputs and ultimately, to examining outcomes.

**Expectations for Assessment Reporting Based on Category of Funding**

Community-university engagement can be assessed in a wide variety of ways depending on the questions of interest. The Mentor Survey will ask you to identify areas of assessment/evaluation that you collect data on. Listed below are the list of options you will be presented with. The survey will ask you to select all that apply to your current (not aspirational) practice:

Community Outputs
Community Outcomes
Partnership Development/Effectiveness
Partner Evaluation of Student Performance/Learning
Quality of Service Site/Supervision
Service Project Outputs
Service Project Outcomes
Student Outcomes (retention, graduation, etc.)
Teaching Effectiveness
I/we do not currently any information.
I/we collect something different. Please specify.

**Teaching/Capacity Building Awards associated with Teaching:**

Faculty and staff funded under these categories are expected to share aggregate assessment data associated with at least one of their funded courses/programs.

• This data may include but is not limited to information generated from survey instruments or data generated from course assignments.
• Faculty/staff may opt to use an assessment instrument/tool of their own design or from another published source.
• The CSL has several tools available for faculty/staff to use to assess student learning outcomes if that is your area of interest.
• Mentors funded under the teaching category are also to share relevant course materials (e.g., syllabus, sample reflection assignment) derived from the same course that assessment information is provided.
• Please make sure to label your files in with identifying information that includes the primary mentors first and last name.

**Research, Scholarship, Creative Activity and/or Service Awards:**

Faculty and staff funded under this category are expected to share aggregate data that describes key findings or outcomes associated with the funded research or service project.

• The type of information supplied and its format will vary depending on the type of project conducted. Logic models are welcomed if available.
• Emphasis on summary information; please do not send raw data.

**Capacity Building Awards:**

Data should provide evidence of how SLA scholarship support has increased the capacity of you (the mentor), the program, or project to:

• increase or enhance engagement of students and faculty/staff in service learning courses and programs, OR
• increase or enhance student learning in service learning courses and programs, OR
• enhance the quality and outcomes of community-university partnerships in teaching, research, scholarship, creativity activity or service.

**Questions?** Contact Mary Price, price6@iupui.edu.