Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Student competency in Adobe software

Students employed to work on the Journal of Community Engagement and Scholarship and AERN Publications will be able to demonstrate competency in Adobe Illustrator, Photoshop, and InDesign, with 90% proficiency as demonstrated by observed performance.

Related Measures

M 1: Performance reviewed by professional staff observation and work product review

Student performance will be observed and work products reviewed by professional editorial staff and students will be given ongoing feedback.

Source of Evidence: Performance (recital, exhibit, science project)

Target:

Finding (2013-2014) - Target: Met

Students achieved 90% proficiency in the use of Adobe software based on work product review and staff observation throughout the year.

Connected Documents

AERN Completed Student Rubric
JCES Completed Student Rubric

M 2: Student proficiency and competency documented on rubric

Student proficiency will be documented at end of each semester on a scoring rubric and student will be assigned a percentage for competency by supervisory staff.

Source of Evidence: Academic direct measure of learning - other

Target:

100% of students will demonstrate 90% proficiency.

Finding (2013-2014) - Target: Met
100% of students evaluated on Adobe achieved proficiency at 90%.

Student work using the Adobe software package was reviewed by staff throughout the year and students were given ongoing feedback and guidance.

At the end of the year, student proficiency was ranked using a rubric.

Connected Documents

AERN Completed Student Rubric
JCES Completed Student Rubric

M 3: Student self report of increased proficiency

Students will self-report proficiency at the beginning of their employment and again at the end of the academic year through an on-line survey.

Source of Evidence: Student course evaluations on learning gains made

Connected Document

JCES Student Evaluation Rubric

Target:
Students will self report higher level of proficiency at end of year than at beginning.

Finding (2013-2014) - Target: Met

100% of students using Adobe software reported an increase in proficiency from beginning of year to the end of the year. Only one student did not report an increase as he initially noted that he was already proficient with Adobe.

Interpretations and Conclusions

Self reporting on this particular measure may not be the most accurate method of assessing improvement especially since we have a rubric in place that staff supervisors can use to document improvements. This will be considered when developing measures for next academic year.

SLO 2: Student use of AP and APA style

Students employed to work on the Journal of Community Engagement and Scholarship and AERN Publications will utilize Associated Press Style Book and American Psychological Association Referencing Style when editing written work submitted for the journal.

Related Measures
M 4: Review of student edited manuscripts

Editorial staff will review journal submissions after students have edited manuscripts and will note omissions in student review of manuscript and provide feedback to student.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
Students reviewing manuscripts will receive on going feedback and will APA and AP style with 100% accuracy.

Finding (2013-2014) - Target: Partially Met
Out of three student reviewers one received 100% and two received 80-100% for an average of 90%. Editorial staff reviewed student edited manuscripts after the student reviewed the submissions. Students were given appropriate feedback regarding their reviews and AP and APA style through out the year.

Rubrics were completed on three student reviewers. It was noted that one student did not pay full attention to details such as footnotes and references during the first semester but showed improvement in the second semester although she did not reach Exemplary, she was rated at Accomplished. The second student is more experienced and she was evaluated and found to be exemplary in her use of AP and APA and the third was rated at Accomplished but not quite Exemplary.

Connected Documents
AERN Completed Student Rubric
JCES Completed Student Rubric

M 5: Rubric for student proficiency

Student proficiency will be reported on end of semester and end of academic year rubric.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
100% accuracy by end of academic year.

Finding (2013-2014) - Target: Partially Met
Two students were evaluated using the end of year rubric. One student achieved 90% and the other received 80% for an average of 85%. Rubrics are attached in the documents section with the student names didacted.

The student who received the 80% rating did show improvement from the first semester to the second based on feedback she received from the staff.

Connected Documents
AERN Completed Student Rubric
JCES Student Evaluation Rubric

SLO 3: SCOPE Fellows production of scholarship

Graduate students (SCOPE Fellows), who participant in the SCOPE program, will produce work products (manuscripts, conference presentations, grant applications, etc.) that contribute to the field of community engaged scholarship.

Related Measures

M 6: Self report of scholarship

Students will self-report (and when possible, provide evidence of) all scholarly contributions at end of the academic year.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
90% of Fellows will report at least one example of scholarly work.

Finding (2013-2014) - Target: Met
Results Summary:
100% of active SCOPE Fellows reported at least one example of scholarly work and 100% completed Institutional Review Board Certification.

Active SCOPE Fellows were surveyed at the end of the academic year and asked to report on their scholarly work contributions for the year. This work included both submitted and accepted conference workshop presentations, manuscripts to journals, grants, academic papers, and other academic work products.

Interpretations and Conclusions:
According to data collected, this goal was actually exceeded with 80% of SCOPE Fellows producing two or more scholarly works. Based on these results, indications are that SCOPE Fellows are receiving the support, training, and technical assistance needed to advance their development as engaged scholars.

We will continue these efforts next year and will develop strategies to support Fellows as they become more advanced in their skill development.

Connected Document
Scholarly Accomplishments of SCOPE Fellows

M 7: Participation in Educational Enrichment

Attendance will be recorded at monthly meetings and at enrichment workshops offered to SCOPE Fellows during the year that will enhance their skills related to engaged scholarship.
Source of Evidence: Activity volume

**Target:**
75% of Fellows will attend at least 3 Enrichment Workshops and/or SCOPE meetings per semester.

**Finding (2013-2014) - Target: Met**

**Results Summary:**
80% of Fellows attended at least three enrichment workshops and/or monthly meetings each semester. This data was compiled at the end of the academic year based on attendance records for meetings and workshops.

**Interpretations and Conclusions:**
While this goal was met, it was felt that more could be done to involve the SCOPE Fellows in the process, especially in terms of planning for the monthly meetings. Over 80% have volunteered to serve on a steering/or work team for planning monthly meetings for the coming year.

**M 8: Post Session Survey**
Post session surveys will be completed at each workshop to assess knowledge gained as related to session topic.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**
Fellows will score 70% or above on post session surveys.

**Finding (2013-2014) - Target: Met**

**Results Summary:**
Fellows scored 80% or above on post session surveys.

Each workshop session offered had student learning outcomes associated with the content and post session surveys were administered to gauge responses to these specific outcomes.

**Interpretations and Conclusions:**
While the Fellows actually exceeded the target percentage, it would not be unreasonable to expect that Fellows, who are graduate students, would be able to score even higher than the 80% target. This will be taken into account as next year’s target is established.

**SLO 4: SCOPE Research Associates Field Experience**
SCOPE Research Associates, who actively participate in an engaged scholarship field experience, will be able to discuss the characteristics of community engaged scholarship, as demonstrated by personal reflection.

**Related Measures**

**M 9: SLPro database**
Students will document hours completed in the field in SLPro database.

Source of Evidence: Activity volume

**Target:**
75% of Research Associates will document completion of 15 hours of community research experience.

**Finding (2013-2014) - Target: Partially Met**

**Results Summary:**
75% of active Research Associates documented at least 10 hours in SLPro database.

Students were asked to attempt to complete a total of 20 hours of community based engaged research activities during the academic year and to report their hours in the SLPro database system. Activities could include assisting with a research project, conducting their own research project, or attending a community planning meeting or training.

**Interpretations and Conclusions:**
While we did meet the percentage of students reporting, we fell somewhat short of the number of hours. This was our first year to use this framework so both the reporting in the SLPro database and actually doing the engaged research hours were both new elements of this program. As can be expected in the first year that something is introduced, there were students who had to be reminded to enter their hours, and some who we know, did still not record all of their hours. A few of the students started a little late in the year with their research projects so they were not able to complete all of the targeted hours.

We will consider these factors as we determine appropriate targets for next year.

**M 10: Reflection Paper**
Students will complete a reflection paper on their field experience.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
80% of students who complete the hours will complete a reflection paper.

**Finding (2013-2014) - Target: Partially Met**

**Summary Reflection:**
50% of active Research Associates completed a reflection paper on their field experience. Research Associates were asked to complete a short reflection paper about their community based research hours.
They were provided some guiding questions to help shape the organization of their responses.

**Interpretations and Conclusions:**

This was a new method that was introduced this year for the first time - both the research experience and the request for a reflection paper. One major problem we have concluded regarding the paper is that even though we provided guidelines regarding content and structure, the student were unsure of what to include. Some papers were 5 pages and others less than one page. Also, we had a low response rate but that is likely complicated due to the fact that the students had until the week prior to finals to complete their community based hours. When they were then asked to complete the reflection paper, it coincided with finals and shortly thereafter.

As we look at next years targets, we will consider these issues.

**SLO 5: PLA Knowledge**

Parents who participate in the Parent Leadership Academy will be able to identify the stated knowledge content of each session.

**Related Measures**

**M 11: Pre/post session quiz**

Direct pre/post quiz within each session for assessment of knowledge attainment pertinent to that session.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**

70% accuracy rate.

**Finding (2013-2014) - Target: Met**

**Results:**

Outcome 1 was attained for 11 out of 15 direct pre/post within-session assessment questions. For these 11 questions, pre-assessment scores of session-based knowledge ranged from 3-75% and post assessment scores ranged from 79-100%. Sample scores from this group (organized by session) are provided below:

<table>
<thead>
<tr>
<th>Session 2: Helping your child achieve academic success</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is vocabulary and what does it mean to know a word?</td>
<td>24%</td>
<td>97%</td>
</tr>
<tr>
<td>2. What types of learning lead to vocabulary growth?</td>
<td>48%</td>
<td>79%</td>
</tr>
<tr>
<td>3. What are important words to target for vocabulary instruction?</td>
<td>3%</td>
<td>90%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 4: School and Board of Education Relations</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the functions of a school board?</td>
<td>19%</td>
<td>100%</td>
</tr>
<tr>
<td>2. Who is eligible to run and serve?</td>
<td>44%</td>
<td>88%</td>
</tr>
<tr>
<td>3. What is your level of interest in talking to a school board member about an issue that is important to you?</td>
<td>75%</td>
<td>94%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 5: School Finance</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the Foundation Program?</td>
<td>7%</td>
<td>92%</td>
</tr>
<tr>
<td>2. How are school districts able to allocate funding provided for their school?</td>
<td>7%</td>
<td>59%</td>
</tr>
<tr>
<td>3. Who is required to provide financial information about schools to the state?</td>
<td>37%</td>
<td>85%</td>
</tr>
</tbody>
</table>

**Interpretations:**

The PLA is successfully providing participants with information that is necessary for their success as parent leaders within their school communities.

**Conclusions:**

The anticipated goal was met for the majority of the pre/post assessment questions. In the coming year, our
goal will be to ensure that all pre/post assessments are administered with fidelity in order to produce reliable results for each assessment. Additionally, we will seek to add 1-2 qualitative questions to the post surveys in order to gain further information about the application learned knowledge.

M 12: Qualitative report of knowledge gained
Qualitative descriptions of knowledge gained and intention to apply knowledge

Source of Evidence: Student course evaluations on learning gains made

Target:
80% of participating parents will report on knowledge gained through sessions.

Finding (2013-2014) - Target: Met

Results/Summary:
A pilot qualitative assessment was collected at the conclusion of the first session; 100% of parents present addressed knowledge gained through the session. Responses addressed the central content of the session, including parents’ understandings of leadership styles and competencies, the importance of self-knowledge, the purpose of the PLA, the importance of sharing and working with parents from different schools.

Interpretations:
Parents were able to successfully describe the knowledge they had attained through the session and discuss ways that the session could be helpful to them in the future.

Conclusions:
The assessment was a successful measure and qualitative assessments should be added to two more sessions to provide detailed information to complement quantitative data on knowledge attained through the PLA.

SLO 6: PLA Key Projects
Parents who participate in the Parent Leadership Academy will be able to describe how key projects support parent involvement and academic achievement.

Related Measures

M 13: Qualitative description in workbook
Qualitative description of key project's focus on parent involvement and academic achievement through written documentation in project workbook

Source of Evidence: Project, either individual or group

Target:
80% of participants will provide workbook documentation.

Finding (2013-2014) - Target: Met

Results/Summary: 100% of parents who presented projects at the culminating session provided written documentation through project workbooks.

Interpretations: All parents who presented projects at the culminating session were able to successfully express how projects supported academic achievement and family engagement.

Conclusions: The use of the workbook framework, which parents completed over successive sessions during the PLA year, is an appropriate model to assess understanding and application of key concepts.

M 14: Qualitative description at public exhibition
Qualitative description provided at public exhibition as evaluated through rubric

Source of Evidence: Project, either individual or group

Target:
100% of participating parents will provide an accurate description of their project as reported on a project rubric.

Finding (2013-2014) - Target: Met

Results/Summary: 100% of parents who presented projects at a public exhibition were able to accurately describe their project through exhibition materials, as represented through objective evaluations using a project rubric.

Interpretations: All parents who presented projects at the culminating session were able to successfully express how projects supported academic achievement and family engagement.
Conclusions: The use of public presentations in conjunction with the representation of projects in a public exhibition is an appropriate model through which to evaluate parents’ understanding and application of key concepts.

SLO 7: Saving Lives Health Initiative
Congregations, who participate in the Saving Lives Health project sessions, will be able to identify the stated knowledge content of each session.

Related Measures

M 15: Post session quiz
Participants will be given a post session survey at the end of each health workshop that will assess specific knowledge gained on the topic.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Connected Document
Saving Lives Quizzes

Target:
Participants will achieve at least 70% accuracy on post session knowledge quiz.

SLO 8: Biometric health screenings
Participants who undergo biometric health screenings will obtain health indicator scores and will be able to identify their risk for certain diseases and the appropriate changes needed to improve health status.

Related Measures

M 16: Health Screening Post session quiz
Participants will identify 3 changes needed to improve their health scores based on their respective biometric categories.

Source of Evidence: Student course evaluations on learning gains made

Target:
70% of participants will identity 3 corresponding changes needed to improve health scores.
Mission / Purpose
The mission of CCBP is to work with diverse individuals and organizations to develop and support engagement scholarship and community-based programs that will produce tangible benefits to individuals, organizations and communities.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 1: Increase in small minority businesses receiving UA contracts
Facilitate and direct an organized process for increasing the number of small minority-owned businesses who receive contracts from The University of Alabama.

Related Measures

M 1: The number of participants attending workshops/training sessions
The number of participants attending workshops/training sessions
Source of Evidence: Activity volume

Target:
Our target was to average 45.0 participants at each workshop/training session in 2011/2012.

Related Action Plans (by Established cycle, then alpha):
Increase the number of minority business owners receiving contracts
Established in Cycle: 2011-2012
A total of 2 workshops/training sessions were hosted in 2011/2012 with and increase in average attendance from 41.05 in 2010/...

For full information, see the Details of Action Plans section of this report.

M 2: Rating of workshops/training sessions
Rating of workshops/training sessions
Source of Evidence: Evaluations

Related Action Plans (by Established cycle, then alpha):
Increase the number of minority business owners receiving contracts
Established in Cycle: 2011-2012
A total of 2 workshops/training sessions were hosted in 2011/2012 with and increase in average attendance from 41.05 in 2010/...

For full information, see the Details of Action Plans section of this report.

M 3: The number of participants that received contracts
(Optional) The number of participants that received contracts
Source of Evidence: Activity volume

Target:
Maintain at least 50% of the total number of participants that received contracts in 2010/2011. This percentage was reduced from 2010 due to the decrease in the number of workshops that were held.

Related Action Plans (by Established cycle, then alpha):
Increase the number of minority business owners receiving contracts
Established in Cycle: 2011-2012
A total of 2 workshops/training sessions were hosted in 2011/2012 with and increase in average attendance from 41.05 in 2010/...

For full information, see the Details of Action Plans section of this report.

OthOtcm 2: Increase the number of high school students who have opportunities to learn about college life
Increase the number of high school students who have opportunities to learn about college life while cultivating diverse and interdisciplinary leadership experiences related to education, economic development, civic engagement and the arts.

Related Measures

M 4: The number of high school students served
The number of high school students served
Source of Evidence: Activity volume
Target: Increase number of students served by 30%.

Related Action Plans (by Established cycle, then alpha):
Increase the number of high school students to 125
Established in Cycle: 2011-2012
The Black Belt 100 Lenses Project will be expanded to include digital media and digital storytelling. These project activities w...
For full information, see the Details of Action Plans section of this report.

M 5: The number of students involved in camps
The number of students involved in camps
Source of Evidence: Activity volume

M 6: Pre and post-test evaluations for participants and/or student evaluations of specific elements of the camps
(Optional) Pre and post-test evaluations for participants and/or student evaluations of specific elements of the camps
Source of Evidence: Evaluations

OthOtcn 3: Increase in the number of faculty members and students in engagement scholarship research
Increase in the number of community service agencies, faculty members and students served or involved in organized engagement scholarship and service learning projects and activities.

M 7: Evaluation feedback from participants in workshops and colloquia
Evaluation feedback from participants in workshops and colloquia
Source of Evidence: Evaluations

M 8: Database tracking number of seed grant proposals received and funded
Database tracking number of seed grant proposals received and funded
Source of Evidence: Activity volume
For full information, see the Details of Action Plans section of this report.

**M 9: Database tracking scholarly output**  
(Optional) Database tracking scholarly output  
Source of Evidence: Activity volume  
Connected Document: Community Based Partnerships Assessment Timetable

**Target:**  
Increase the number of manuscripts reviewed for publication.

**OthOtcm 4: Increase in the number of leadership opportunities in community based educational settings**  
Increase in the number of leadership opportunities in community based educational settings  
Connected Document: Community Based Partnerships Assessment Timetable

**Related Measures**

**M 10: Formative qualitative responses from community key stakeholders**  
Formative evaluation feedback and responses from parents and school administrators  
Source of Evidence: Evaluations  
Connected Document: Community Based Partnerships Assessment Timetable

**Target:**  
Collect formative data prior to the start of the program.

**M 11: Summative quantitative responses from parents**  
Summative evaluation feedback from parent participants  
Source of Evidence: Evaluations  
Connected Document: Community Based Partnerships Assessment Timetable

**Target:**  
Increase leadership opportunities for parents and increase their perceptions of themselves as school and community leaders.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Increase the number of high school students to 125**

The Black Belt 100 Lenses Project will be expanded to include digital media and digital storytelling. These project activities will allow the current project team to provide services to more high schools students and provide high school students with other opportunities to amplify their voice regarding issues in their immediate community.

Established in Cycle: 2011-2012  
Implementation Status: Planned  
Priority: High  
Relationships (Measure | Outcome/Objective):  
Measure: The number of high school students served | Outcome/Objective: Increase the number of high school students who have opportunities to learn about college life  
Responsible Person/Group: Dr. Heather Pleasants is the Director of Community Education-the Black Belt 100 Lenses Project will be expanded to include Our Voices Our Lives (OVOL).  
Additional Resources: Part-time program coordinator Graduate students from the College of Arts and Humanities Access to language translation software

**Increase the number of minority business owners receiving contracts**

1. A total of 2 workshops/training sessions were hosted in 2011/2012 with and increase in average attendance from 41.05 in 2010/2011 to 66.5 participants in 2011/2012.
2. One additional workshop/training session will be hosted next year with an expected increase in average attendance of 20%.

Established in Cycle: 2011-2012  
Implementation Status: Planned  
Priority: High  
Relationships (Measure | Outcome/Objective):  
Measure: The number of participants attending workshops/training sessions | Outcome/Objective: Increase in small minority businesses receiving UA contracts  
Implementation Description: Increased presentations at meetings of local and small business owners; increased use of a communication plan to inform community of available services.  
Projected Completion Date: 05/2013  
Responsible Person/Group: Dr. Christopher Spencer is the Director of Community Development and will be responsible for continuing to increase minority business owners’ awareness of services and opportunities at UA.

**Submission of faculty proposals for seed funding**

Data for 2011-2012 reveal that only 4 faculty members presented proposals for seed funding. The number of
proposals submitted decreased significantly since the inception of this program. The CCBP Director of Research will use strategic tactics outlined on the Division of Community Affairs Communication Plan to disseminate the call for proposals to at least 3,000 of the 5,000 faculty members on campus. The request for proposals will be posted on the Division of Community Affairs website and on the CCBP website. The request for proposals will be shared with the 30 members of the CCBP council, representing varying departments across campus, for dissemination to their colleagues.

<table>
<thead>
<tr>
<th>Established in Cycle:</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Status:</td>
<td>Planned</td>
</tr>
<tr>
<td>Priority:</td>
<td>High</td>
</tr>
</tbody>
</table>

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Database tracking number of seed grant proposals received and funded
- **Outcome/Objective:** Increase in the number of faculty members and students in engagement scholarship research

**Implementation Description:** Execute strategic tactics outlined in the Division of Community Affairs Communication Plan.

**Responsible Person/Group:** Dr. Ed Mullins

**Additional Resources:** Graduate students University Faculty
Mission / Purpose

The mission of CCBP is to work with diverse individuals and organizations to develop and support engagement scholarship and community-based programs that will produce tangible benefits to individuals, organizations and communities.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

Other Otcm 1: Increase in small minority businesses receiving UA contracts
Facilitate and direct an organized process for increasing the number of small minority-owned businesses who receive contracts from The University of Alabama.

Connected Document
Community Based Partnerships Assessment Timetable

Related Measures

M 1: The number of participants attending workshops/training sessions
The number of participants attending workshops/training sessions
Source of Evidence: Activity volume

Target:
Our target was to average 45.0 participants at each workshop/training session in 2011/2012.

Connected Document
Community Based Partnerships Assessment Timetable

Finding (2011-2012) - Target: Met
On November 9, 2011 a total of 50 persons attended the small minority-owned business workshop/training session at The University of Alabama.

1. 36 participants were business owners;
2. 14 participants were University of Alabama staff.

On February 22, 2012 a total of 83 persons attended the small minority-owned business workshop/training session.

1. 54 participants were business owners
2. 29 participants were University of Alabama staff.

The total number of participants for two minority-owned business workshop/training sessions was 133.

1. 90 were business owners;
2. 43 were University of Alabama staff.

Summary: The average attendance for 2011/2012 was 66.5 participants for each workshop/training session.

Related Action Plans (by Established cycle, then alpha):

Increase the number of minority business owners receiving contracts
Established in Cycle: 2011-2012
A total of 2 workshops/training sessions were hosted in 2011/2012 with increase in average attendance from 41.05 in 2010/...

For full information, see the Details of Action Plans section of this report.

M 2: Rating of workshops/training sessions
Rating of workshops/training sessions
Source of Evidence: Evaluations

Connected Document
Community Based Partnerships Assessment Timetable

Target:
Maintain at least an 85% rating of excellent from the participants on the quality of the workshops/training sessions.

Connected Document
Community Based Partnerships Assessment Timetable

Finding (2011-2012) - Target: Met
49 small business owners participated in the workshops and training sessions. Each person completed a survey. Using a rating scale from 1 to 5 with 1 being poor and 5 being excellent participants responded as follows:
1. 90% of the participants rated the overall program as 5
2. 10% of the participants rated the overall program as 4

Answering Yes, No or Not Applicable

1. 86% of the participants rated the workshops as beneficial
2. 10% of the participants rated the workshops as Not Applicable (N/A)
3. 4% of the participants rated the workshops as not beneficial
4. 98% of the participants stated that they would attend future workshops at U of A
5. 2% of the participants stated they would not attend future workshops at U of A

SUMMARY: Evaluation data show that the 90% of the business owners rated the workshops a 5 (excellent). 86% of the participants perceived that the workshop activities and topics were beneficial. 98% indicated that they would attend future workshops. These data show that the CCBP Office of Community Development will be able to leverage this existing interest and continue to increase business related outreach to small businesses across Alabama communities.

M 3: The number of participants that received contracts
(Optional) The number of participants that received contracts

Source of Evidence: Activity volume

Connected Document
Community Based Partnerships Assessment Timetable

Target:
Maintain at least 50% of the total number of participants that received contracts in 2010/2011. This percentage was reduced from 2010 due to the decrease in the number of workshops that were held.

Connected Document
Community Based Partnerships Assessment Timetable

Finding (2011-2012) - Target: Met

1. 57% of the participants stated that they had not done business with the University of Alabama
2. 43% of the participants stated that they had done business with the University of Alabama
3. 57.14% (28 out of 49) received contracts from the University of Alabama
4. 42.85% (21 out of 49) did not receive contracts from the University of Alabama

SUMMARY: Evaluation data show that the majority of participants had not done business with the University of Alabama prior to the efforts to increase their access to UA contracts. Although all participants did not receive contracts, 57.14% indicated that they received contracts following the information sessions on doing business with UA.

OthOtcm 2: Increase the number of high school students who have opportunities to learn about college life
Increase the number of high school students who have opportunities to learn about college life while cultivating diverse and interdisciplinary leadership experiences related to education, economic development, civic engagement and the arts.

Connected Document
Community Based Partnerships Assessment Timetable

Related Measures

M 4: The number of high school students served
The number of high school students served

Source of Evidence: Activity volume

Connected Document
Community Based Partnerships Assessment Timetable

Target:
Increase number of students served by 30%.

Connected Document
Community Based Partnerships Assessment Timetable

Finding (2011-2012) - Target: Met
CCBP hosted two summer camps in 2012 with a total of 93 high school students attending.

1. Black Belt 100 Lenses Project: 35 participated in 2011 and 63 participated in 2012 showing an increase of 26 students in one year (a 30% increase).
2. Capstone Entrepreneurship Camp: 27 participated in 2011 and 30 participated in 2012 showing an increase of 3 students in one year.

SUMMARY: The increase in number of students participating in each camp shows the impact of CCBP summer programs on high school students and the external UA community. The camps provide opportunities for historically marginalized students to participate in cutting edge 21st century and technology based activities on a college campus.

Related Action Plans (by Established cycle, then alpha):

Increase the number of high school students to 125
Established in Cycle: 2011-2012
The Black Belt 100 Lenses Project will be expanded to include digital media and digital storytelling. These project activities w...

For full information, see the Details of Action Plans section of this report.

M 5: The number of students involved in camps
The number of students involved in camps
Source of Evidence: Activity volume

Connected Document  Community Based Partnerships Assessment Timetable

Target: Increase the number of students participating by 30%.

Connected Document  Community Based Partnerships Assessment Timetable

Finding (2011-2012) - Target: Met
The Black Belt 100 Lenses Camp had 29 students in 2011 and 42 students in 2012 showing an increase of 13 students. Capstone Entrepreneurship Camp had 27 students in 2011 and 30 students in 2012 showing an increase of 3 students.

SUMMARY: The increase in number of students participating in each camp shows the impact of CCBP summer programs on high school students and the external UA community. The camps provide opportunities for historically marginalized students to participate in cutting edge 21st century and technology based activities on a college campus.

M 6: Pre and post-test evaluations for participants and/or student evaluations of specific elements of the camps
(Optional) Pre and post-test evaluations for participants and/or student evaluations of specific elements of the camps
Source of Evidence: Evaluations

Connected Document  Community Based Partnerships Assessment Timetable

Target: No targets were established for the Black Belt 100 Lenses Project or Camp Capstone Entrepreneurship Camp
1. Student's knowledge of entrepreneurship will increase by 70% after receiving basic instructions on entrepreneurship.
2. The camp will maintain at least a 4.5 overall management rating from the students.

Connected Document  Community Based Partnerships Assessment Timetable

Finding (2011-2012) - Target: Met
Black Belt 100 Lenses Camp: On a Likert scale (1=strongly disagree, 5=strongly agree), with 29 students completing the instrument;
1. The number of students who rated themselves a “5” in response to the statement “I am very creative” increased from 22% (pre-survey response) to 67% (post-survey response).
2. The number of students who rated themselves a “5” in response to the question “Do you feel empowered to make changes in your community?” increased from 19% (pre-survey) to 60% (post-survey).
3. The number of students who rated themselves a “5” in response to the question “Do you consider yourself to be a leader” increased from 78% (pre-survey) to 90% (post-survey).
4. The number of students who responded that they were very comfortable expressing opinions in front of a large group increased from 17% (pre-survey) to 39% (post-survey). Post survey data show that 27% of students felt they had a large impact on their community.

Capstone Entrepreneurship Camp
1. Student's knowledge of entrepreneurship increased by 80% after receiving basic instructions from the staff.
2. The students rated the overall management of the camp a 4.8 out of 5.
3. The students rating of the gained knowledge and insight was a 4.8 out of 5.
4. The students rated the camp as a 4.6 out of 5 as meeting their expectations.
5. When asked if they would recommend the camp to others the students responded with a 4.9 out 5.

SUMMARY: Summative quantitative evaluation data show that more students began to perceive themselves as creative leaders following their participation in the summer camps. After the 100 Lenses camp, students perceived that they had the ability to make changes in their communities. During the entrepreneurship camp, students’ knowledge of entrepreneurship increased. Overall, students rated the amount of content gained high (4.8 out of 5). Based on the evaluation data, students would recommend the Capstone Entrepreneurship camp to their peers.

OthOtcm 3: Increase in the number of faculty members and students in engagement scholarship research
Increase in the number of community service agencies, faculty members and students served or involved in organized engagement scholarship and service learning projects and activities.

Connected Document  Community Based Partnerships Assessment Timetable

Related Measures
M 7: Evaluation feedback from participants in workshops and colloquia
Evaluation feedback from participants in workshops and colloquia
Finding (2011-2012) - Target: Met

CCBP Seed Grant Workshop: On a 5-point Likert scale (1=poor, 5=excellent) with 10 respondents providing feedback, the following ratings were obtained:

1. Clarity of speaker (4.91);
2. Program addressed stated outcomes (4.91);
3. Understanding of material presented (4.91);
4. Presentation style (4.82);
5. Overall satisfaction (4.91).

SUMMARY

Data show that participants receive that the clarity of speakers, understanding of materials, presentation style were rated near excellent. In terms of overall satisfaction, most participants rated the session excellent.

M 8: Database tracking number of seed grant proposals received and funded

Database tracking number of seed grant proposals received and funded

Source of Evidence: Activity volume

Connected Document

Target:
Create a database tracking the number of seed grant proposals received and funded.

Finding (2011-2012) - Target: Met
A database was created to track the number of seed grant proposals received and the number awarded. Information in the database spans from 2007 to 2012.

Related Action Plans (by Established cycle, then alpha):
Submission of faculty proposals for seed funding
Established in Cycle: 2011-2012
Data for 2011-2012 reveal that only 4 faculty members presented proposals for seed funding. The number of proposals submitted de...

For full information, see the Details of Action Plans section of this report.

M 9: Database tracking scholarly output
(Optional) Database tracking scholarly output

Source of Evidence: Activity volume

Connected Document

Target:
Increase the number of manuscripts reviewed for publication.

Finding (2011-2012) - Target: Partially Met
More publications based on community engaged scholarship were submitted for publication in the peer reviewed journal published through the Center for Community Based Partnerships (CCBP).

OthOtcm 4: Increase in the number of leadership opportunities in community based educational settings
Increase in the number of leadership opportunities in community based educational settings

Connected Document

Related Measures

M 10: Formative qualitative responses from community key stakeholders
Formative evaluation feedback and responses from parents and school administrators
Source of Evidence: Evaluations

Connected Document

Target:
Collect formative data prior to the start of the program.

Connected Document

Finding (2011-2012) - Target: Met
Formative data collected from parent participants in the Parent Leadership Academy indicate the top three modifications to the Parent Leadership Academy as
1. Meeting with the principal before at the very beginning of the PLA year 2
2. Increase communication between PLA staff and principals throughout the year
3. Schedule time for PLA participants to present what they are learning at their schools

Data collected from principals indicate suggested modifications being:

4. Increased communication with the school/principal about what participants are learning
5. Opportunities for principal to attend with parents.
6. Opportunities for parents to bring back what they are learning to their schools.

SUMMARY: Qualitative formative data show that parents had some concerns about programmatic processes prior to the start of the Parent Leadership Academy. This information was helpful in restructuring the program to meet parent and administrators needs. Formative data was not collected in 2010. The collection of formative data allowed the program to increase the number of parent participants and to respond to the needs of school administrators.

M 11: Summative quantitative responses from parents
Summative evaluation feedback from parent participants
Source of Evidence: Evaluations

Connected Document
Community Based Partnerships Assessment Timetable

Target:
Increase leadership opportunities for parents and increase their perceptions of themselves as school and community leaders.

Connected Document
Community Based Partnerships Assessment Timetable

Finding (2011-2012) - Target: Met
Parents are active and invested in supporting public education—based on self-reports on a 5 point Likert scale (1=strongly disagree, 5=strongly agree) data reveal that parents:

1. Are often asked to be involve in their school (4.14);
2. Believe they can make a difference in their child's education (4.36);
3. Believe they can make a different in their child's school (4.11),
4. Participate in school functions (4.32)
5. Talk often with other parents at their child's school (4.07).

1. 20 out of 22 parents answered yes in response to the question, “Has your participation in the Parent Leadership Academy led to you talking more with other parents?”
2. 18 out of 22 parents answered yes in response to the question “Has your participation in the Parent Leadership Academy led to you talking more with your principal?”
3. 21 out of 22 parents indicated that they would be willing to return to meet with next year’s participants.

SUMMARY: A comparison of pre and post survey data show that the mean response for the statement “I have the knowledge to be a leader in my child's school increased from 3.65 to 4.35.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Increase the number of high school students to 125
The Black Belt 100 Lenses Project will be expanded to include digital media and digital storytelling. These project activities will allow the current project team to provide services to more high schools students and provide high school students with other opportunities to amplify their voice regarding issues in their immediate community.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: The number of high school students served | Outcome/Objective: Increase the number of high school students who have opportunities to learn about college life

Responsible Person/Group: Dr. Heather Pleasants is the Director of Community Education-the Black Belt 100 Lenses Project will be expanded to include Our Voices Our Lives (OVOL).
Additional Resources: Part-time program coordinator Graduate students from the College of Arts and Humanities
Access to language translation software

Increase the number of minority business owners receiving contracts

1. A total of 2 workshops/training sessions were hosted in 2011/2012 with an increase in average attendance from 41.05 in 2010/2011 to 66.5 participants in 2011/2012.
2. One additional workshop/training session will be hosted next year with an expected increase in average attendance of 20%.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
**Measure:** The number of participants attending workshops/training sessions | **Outcome/Objective:** Increase in small minority businesses receiving UA contracts

**Implementation Description:** Increased presentations at meetings of local and small business owners; increased use of a communication plan to inform community of available services.

**Projected Completion Date:** 05/2013

**Responsible Person/Group:** Dr. Christopher Spencer is the Director of Community Development and will be responsible for continuing to increase minority business owners’ awareness of services and opportunities at UA.

**Submission of faculty proposals for seed funding**

Data for 2011-2012 reveal that only 4 faculty members presented proposals for seed funding. The number of proposals submitted decreased significantly since the inception of this program. The CCBP Director of Research will use strategic tactics outlined on the Division of Community Affairs Communication Plan to disseminate the call for proposals to at least 3,000 of the 5,000 faculty members on campus. The request for proposals will be posted on the Division of Community Affairs website and on the CCBP website. The request for proposals will be shared with the 30 members of the CCBP council, representing varying departments across campus, for dissemination to their colleagues.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Database tracking number of seed grant proposals received and funded | **Outcome/Objective:** Increase in the number of faculty members and students in engagement scholarship research

**Implementation Description:** Execute strategic tactics outlined in the Division of Community Affairs Communication Plan.

**Responsible Person/Group:** Dr. Ed Mullins

**Additional Resources:** Graduate students University Faculty
Administrative Office
2011-12 Assessment Plan

Division Name: Community Affairs
Administrative Office Name: Center for Community-Based Partnerships

I. Department Mission Statement:
The mission of CCBP is to work with diverse individuals and organizations to develop and support engagement scholarship and community-based programs that will produce tangible benefits to individuals, organizations and communities.

II. Expected Outcomes

Outcome 1. Facilitate and direct an organized process for increasing the number of small minority-owned businesses who receive contracts from The University of Alabama.

| Measure 1.1 The number of participants attending workshops/training sessions |
| Measure 1.2 Rating of workshops/training sessions |
| Measure 1.3 (Optional) The number of participants that received contracts |

How would you categorize Outcome 1?

☐ Administrative Support/Operational Effectiveness outcome
☐ Educational Support outcome
☐ Research outcome
☒ Community Service outcome

This outcome best relates to which UA Strategic Plan Goal and Objective?
Strategic Plan Goal # 4 Objective # 2

Outcome 2. Increase the number of high school students who have opportunities to learn about college life while cultivating diverse and interdisciplinary leadership experiences related to education, economic development, civic engagement and the arts.

| Measure 2.1 The Number of Students Served |
| Measure 2.2 The Number of Students involved in camps |
| Measure 2.3 (Optional) Pre and post-test evaluations for participants and/or student evaluations of specific elements of the camps |

How would you categorize Outcome 2?

☒ Administrative Support/Operational Effectiveness outcome
☐ Educational Support outcome
☒ Research outcome
☒ Community Service outcome

This outcome best relates to which UA Strategic Plan Goal and Objective?
Strategic Plan Goal # 3 Objective # 3
Outcome 3. Increase in the number of community service agencies, faculty members and students involved in organized engagement scholarship and service learning projects and activities

| Measure 3.1 | Evaluation feedback from participants in workshops and colloquia |
| Measure 3.2 | Database tracking number of seed grant proposals received and funded |
| Measure 3.3 (Optional) | Database tracking scholarly output |

How would you categorize Outcome 3? | Administrative Support/Operational Effectiveness outcome | X | Educational Support outcome | X | Research outcome | X | Community Service outcome |

This outcome best relates to which UA Strategic Plan Goal and Objective? | Strategic Plan Goal # 4 | Objective # 3 |

Outcome 4. Development and implementation of successful community-based educational and leadership opportunities

| Measure 4.1 | Formative evaluation feedback from participants, community partners and relevant stakeholders |
| Measure 4.2 | Summative evaluation feedback from participants and community partners |
| Measure 4.3 (Optional) |

How would you categorize Outcome 4? | Administrative Support/Operational Effectiveness outcome | X | Educational Support outcome | X | Research outcome | X | Community Service outcome |

This outcome best relates to which UA Strategic Plan Goal and Objective? | Strategic Plan Goal # 4 | Objective # 1 |

III. Timetable: What Assessment Measures will be Administered When for Each Expected Outcome

<p>| September | | | | Measure 4.1 | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th>Measure 3.2</th>
<th>Measure 4.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>Measure 1.1</td>
<td>Measure 1.2</td>
</tr>
<tr>
<td>November</td>
<td>Measure 4.1</td>
<td>Measure 4.1</td>
</tr>
<tr>
<td>December</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January</td>
<td></td>
<td>Measure 4.1</td>
</tr>
<tr>
<td>February</td>
<td>Measure 1.1</td>
<td>Measure 4.1</td>
</tr>
<tr>
<td>March</td>
<td></td>
<td>Measure 4.1</td>
</tr>
<tr>
<td>April</td>
<td>Measure 1.2</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>Measure 1.1</td>
<td>Measure 2.1</td>
</tr>
<tr>
<td></td>
<td>Measure 2.2</td>
<td>Measure 2.3</td>
</tr>
<tr>
<td></td>
<td>Measure 3.3</td>
<td></td>
</tr>
<tr>
<td>July</td>
<td></td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>Measure 1.3</td>
<td></td>
</tr>
</tbody>
</table>

**Optional Additional Narrative** (Use this space to provide any additional detail concerning the 2011-12 Administrative Office Assessment Plan)

**Outcome 1:** The University of Alabama Office of Community Development will receive additional training in the area supplier diversity in order to support supplier diversity strategies and training opportunities used in workshops. Additionally, workshop participants will be tracked in order to assess number of participants that apply for, receive and complete contracts.

**Outcome 3:** We plan to modify the goals of Outcome #3 to reflect the priorities of the Office of Community Affairs and to develop better assessments that are aligned with those priorities.