Assessing Social Justice Partnerships and Project Development

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Overview of Presentation

- Service-Learning Literature
- Overview of the Project and Program
- Maki’s Assessment Loop
- Involvement of Students
- Assessment and Program Sustainability
- Authentic Partnerships
Service-Learning Literature

- **Antifoundational service-learning (Butin, 2005)**
  - Disrupt norms and binaries
  - Asks questions of “how”
  - Service-learning as culturally saturated, socially consequential, and politically contested

- **Counter-hegemonic service-learning (Cipolle, 2010)**
  - Examine and transform systems
  - Critical inquiry, reflection, and action
Overview of Project and Program

- Todd A. Bell National Resource Center on the African American Male
  - Leadership Institute
  - History and Mission
- Leadership Institute Community Engagement Project
  - Student Involvement and Experience
Literature Review

- Literature on African American male experience
  - Often alienated and not engaged at PWIs (Palmer & Gasman, 2008; Pascarella & Terenzini, 2005; Tinto, 1987)
  - Leadership opportunities vital to develop social capital (Harper, 2008)

- Literature on which the Leadership Institute was founded
  - Group-centered leaders instead of charismatic leader-centered groups (Marable, 1998)
  - Honesty and integrity (Kirkpatrick & Locke, 1991)
  - Level Five leader (Collins, 2011)
Maki’s (2004) Assessment Loop

- Gather Evidence
- Mission/Purposes Educational Objectives
- Interpret Evidence
- Identify Outcomes
- Implement Change
Involvement of Students

- The process over the quarter...
  - Weekly meetings
  - Small groups
  - Mind mapping
  - Proposal
  - Impact of personal narrative

- Staff and student alignment

- Importance of student involvement in establishing their own learning and ownership
## Involvement of Students

### Development of outcomes

<table>
<thead>
<tr>
<th>Student-developed Outcomes</th>
<th>Possible Draft Outcomes</th>
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<tr>
<td>Efficient, consistent leadership</td>
<td>As a result of participating in the LDI project, students will be able to:</td>
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<tr>
<td>Application of leadership styles</td>
<td>1. Describe the LDI project’s concept of civic engagement.</td>
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<td>Effective communication</td>
<td>2. Develop workshop curriculum that incorporates LDI leadership values.</td>
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<td>Self-efficacy, active engagement</td>
<td>3. Explain political literacy as it relates to Weinland Park community needs and assets.</td>
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<td>Learn about the community and develop awareness of needs</td>
<td>4. Demonstrate commitment to LDI’s integrity values by establishing and maintaining ongoing community partnerships.</td>
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Assessment and Sustainability

- The role of assessment in the early planning stages
  - Creates a more sustainable program
  - Ensures intentionality

- Understanding the importance of group-specific assessment
  - Recreating the wheel?
  - Impact of population specific narrative

- Creating sustainable assessment practice
  - Integration
  - Achievable methods
Authentic Partnerships

• Challenges assessing authentic partnerships
  ○ Collaborating and communicating through Maki’s loop; focusing on multiple levels

• Challenges of collaboration and community-based work
  ○ Establishing authentic partnerships without exploitation (Stoeker and Tryon, 2009)
  ○ Redundancy & diving in without direction – working within existing networks
Authentic Partnerships

- Balancing program outcomes and student learning outcomes in service-learning work
  - Institutional mission
  - Being true to student voice and intention
  - Power of putting it to paper
Thank you!

Questions and Feedback?

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