

# SERVICE LEARNING

## *Guidebook for CSU Faculty*

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Integrating Faith In Learning, Leading and Serving

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# Service Learning Guidebook

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### **INTRODUCTION**

#### ***Do you have an interest in Service Learning?***

Perhaps you have been volunteering in our community and think that your students could benefit from some of the same hands-on-experiences you have enjoyed. Maybe you want to incorporate community service into your teaching and are looking for some new ideas. Possibly you are searching for a new approach to bring more engagement into your classroom. Maybe you just want to recharge your batteries. Whatever the motive, this proven teaching pedagogy of Service Learning might be for you.

#### ***Is it for you?***

It is not intended to be a “new curriculum” which must be adopted by every teacher. It is one additional method which can enrich student learning, enhance your teaching, and revitalize your curriculum offerings.

#### ***Doesn't Service Learning water down academic rigor?***

Academic credit should be given only for learning, not for service! If applied properly, this pedagogy can be more rigorous than traditional teaching methods. Students not only master the standard text and lecture material, but integrate their service experience into that context. This is a high-level skill designed to enhance your students' understanding of the issues within your discipline.

#### ***How can this Faculty Guidebook help you?***

It will give you the basics for integrating Service Learning into your teaching. Reading through it will give you an understanding of Service Learning and provide specific ideas on how to utilize this strategy in your classes. It contains a working definition of Service Learning, shows how it relates to the mission of CSU, provides principles to guide you in setting up a Service Learning component in a course, answers important questions about liability and risk management, and gives you access to the forms which help establish a successful relationship between the faculty, student, and Community Partner.

### **Service Learning and the Mission, Vision and Goals of CSU**

**MISSION**      *Promoting Academic Excellence in a Christian Environment*

**VISION**        *To be a Christian University, recognized for integrating faith in learning, leading and serving*

#### **INSTITUTIONAL GOALS**

- **Faith Integration.** Establish a culture where biblical faith permeates all aspects of University life Admissions & Enrollment. Manage enrollment growth
- **Student Success.** Prepare students to succeed intellectually, professionally, spiritually and personally
- **Faculty/Staff Development.** Develop a community of faculty and staff committed to integrating faith and work
- **Distance Education & Online Learning.** Enhance learning opportunities through online programs.

- **Institutional Identity.** Build a distinctively Christian identity that highlights excellence
- **Facilities & Space.** Develop and update Capital Project plan
- **Financial Stewardship.** Generate sufficient resources to achieve institutional goals and financial stability

***Service Learning is a way that teachers assist in fulfilling CSU's Mission, Values and Goals***

1. Acts of service help students build testimonies of Jesus Christ and encourage living gospel principles. Involvement in the community enhances the classroom experience and improves the overall education received at CSU.
2. Students receive an exposure to the real-work experiences and environment of various careers.
3. This experience prepares students for their future roles as citizens and parents.
4. Students involved in Service Learning are more engaged in their education and more readily contribute to a wholesome academic, cultural, social and spiritual environment.
5. Build testimonies of the restored gospel of Jesus Christ and encourage living its principles.
6. Provide a quality education for students of diverse interests and abilities.
7. Prepare students for lifelong learning, for employment, and for their roles as citizens and parents.
8. Maintain a wholesome academic, cultural, social and spiritual environment.

***What is Service Learning?***

Service Learning is a credit-bearing, educational experience In which students: 1) participate in an organized service activity that meets identified on- and off-campus community needs and 2) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

Service provides opportunities for growth. As students and staff fulfill callings in their respective wards and stakes; follow through with classroom, club, and other assignments; and carry out responsibilities in their homes, apartments, or elsewhere; they grow in character and in their commitment to become more like the Savior.”

***What it isn't!***

Unlike volunteering through church groups or student organizations, Service Learning is a course-based service experience that produces the best results when meaningful service activities are related to course materials. Unlike internships, Service Learning is a classroom-related exposure to careers in the real world rather than a capstone experience at the end of one's studies. It also places the student into a community agency for 15-40 hours of service during a semester, allowing the student to carry a normal academic load of other major and general education classes, and has no financial benefits for the student.

***The best of both worlds.***

Service Learning combines the experiences of Christian service with the benefits of academic study through exposure to real-life issues and solutions within a discipline. Students can also strengthen their employment opportunities through 1) citing these Service Learning activities on their resumes and 2) gaining valuable insights into future careers.

***What happens in effective Service Learning activities?***

- Student learning is enhanced by joining theory with experience, and thought with action.
- Community needs are met through direct service that is meaningful and relevant.
- Students help others, give of themselves and enter into caring relationships.
- Students see the relevance of their academic studies to the real world.
- The civic and citizenship skills of the students are enhanced.

- Students are better prepared for their careers and continued education.

## **Why is Service Learning an Effective Teaching Method?**

When students engage in Service Learning, tremendous benefits can accrue to them. Besides the spiritual and social benefits of service, students can better bridge the gap between the classroom and the real world. Theoretical concepts learned in the classroom come to life with “hands-on” experiences that promote critical thinking, demonstrate the application of course material, and help students learn from practical experience.

### ***Learning by Doing***

Much of our teaching is done through classroom instruction where information is presented to students through lectures and reading. Researchers in education have found that while this transmission model is efficient in conveying large amounts of information, it fails to actively involve students in the acquisition of knowledge. Service Learning is a type of experiential education that helps transform classroom theory into practice (and the reverse- from experience to theory). It encourages links between theoretical lessons and concrete educational activities to maximize learning.

### ***Ownership in Learning***

Service Learning encourages a student to be more of a “ participant” in learning than a “ spectator.” This approach awakens students' interest, captures their attention, and evokes their passion. In rendering service, students become engaged intellectually, emotionally, socially, and physically. Such involvement provides a relationship with course principles that give students the opportunity to individually develop their reactions, observations, and understanding of a subject.

### ***Critical Thinking***

New experiences challenge us. By placing students in carefully chosen environments or situations, we encourage them to learn for themselves. Not only will students learn how to apply previously acquired information, but they will also learn from the service experience itself. When service and theory are integrated, students will learn to communicate, solve problems, analyze, and develop other higher order skills as they pose questions, experiment, and learn.

### ***Relevancy & Authenticity***

Students appreciate practical experience. They want to know why they are learning something. Service Learning places students in real (vs. theoretically) learning situations. It distances the abstraction of classroom instruction by placing information in the context of real-world problems and consequences. Students literally experience how their knowledge can be applied to benefit others.

## **Benefits of Service Learning**

(The following ideas are used with permission from the Service Learning Faculty Manual of Colorado State University.)

### ***Students benefit through:***

- Hands-on experience and knowledge that increases relevance of academic skills.
- Interaction with people of diverse backgrounds and experiences
- Valuable and competitive experiences to enhance their resumes
- Opportunities for meaningful involvement with the local community. Increased civic responsibility

*“ It brings books to life and life to books ”*

*Faculty benefit through:*

- Invigoration of teaching methods
- Increased student contact through greater emphasis on student-centered instruction
- Connecting the community with curriculum and becoming more aware of current societal issues as they relate to academic areas of interest

*“It changes faculty role from the expert on top to the expert on tap.”*

*Community benefit through:*

- Access to university resources
- Positive relationships with the university
- Awareness-building of community issues, agencies, and constituents
- Opportunities for contributing to the educational process
- Short and long-term solutions to pressing community needs

*“It shifts from community to laboratory to community as classroom.”*

*University benefits through:*

- Enhanced teaching and outreach activities
- Faculty and student engagement in community issues
- Opportunities to extend university knowledge and resources
- Positive community relationships
- Increased development and preparation of university graduates

*“It serves to light the fire rather than fill the bucket.”*

## **CSU Service Learning Model**

### *“Integrated” Model*

The first and most widely practiced model is Integrated Service Learning. In this model a Service Learning experience is integrated into regular course curriculum. This Service Learning option is characterized by the following:

- A faculty member integrates a Service Learning component to an existing course or adds it to a new course he/she is designing.
- The service requirement is 12-15 hours during the semester.
- The service experience is with an agency (Community Partner) which the faculty member has chosen, either through the help of the Civic Engagement Team or through his/her own connections.
- Reflection experiences are conducted by the faculty member, both in and out of class.
- The faculty member monitors the service experiences of his/her students.
- The evaluation of the student's Service Learning experience is included in the course grading criteria and is done by the faculty member with feedback from the agency supervisor.

Summary: The Integrated Model is faculty-centered; a faculty member takes ownership of the whole process of integrating the Service Learning component in the curriculum, identifying a Community Partner, conducting the reflection experiences, and evaluating the participating students. The Civic Engagement Team can assist with all of these steps but does not do them.

## Principles of Good Practice

The following principles of good practice are guideposts for developing an effective Service Learning experience for your students. They help measure the quality of a Service Learning Program. When a faculty member seeks funding for his/her Service Learning program, these Principles of Good Practice are the criteria that the Service Learning Committee will use in granting requests. Each faculty member should seek to incorporate these principles into his/her Service Learning program. This Faculty Guidebook is organized around these principles and provides insights into incorporating each principle into your program.

### ***1) A Clear Connection:***

Establish a clear connection between the Service Learning experience and the course content.

This is most successfully done when a faculty member rewrites his/her syllabus to show a connection between the course objectives and the potential learning experience of students who participate in a Service Learning course component. This is a big first step in making sure that academic credit is not awarded for service, but rather for the learning that can be gained from the service experience.

### ***2) The Right Community Partner:***

Choose a Community Partner that matches a community need with your course objectives.

There are many federal, state, county, and community agencies helping people or groups in the areas of advocacy, companionship, technology training, counseling, office or clerical assistance, public relations and marketing problems, project planning, tutoring, and mentoring. Your academic discipline probably connects to at least one of many human, environmental, or scientific issues which are met by these local agencies. Matching a Service Learning experience with a community agency that meets real life needs and gives students opportunities for learning is an important step in achieving an effective Service Learning experience.

### ***3) Appropriate Student Training:***

Ensure appropriate training so that students are safe and effective volunteers.

Developing and conducting an effective Service Learning program requires constant attention. An important aspect of this endeavor is student training and orientation. Some of this may be done by the partner agency at the site; however, the responsibility for a student's successful experience will rest mainly on the shoulders of the faculty member. Student training and orientation is also an important aspect of risk-management and liability protection.

### ***4) Use Reflection to Transfer Knowledge:***

Ensure learning is derived from the service experience by conducting effective reflection experiences.

Reflection experiences can be conducted in and out of class; with individuals or large classes; and before, during, or at the conclusion of service experiences. Reflection activities link student's service with specific principles in the course and discipline that the students are studying. Without reflection activities, service is not Service Learning.

### ***5) Evaluate your Program:***

*Review and evaluate the effectiveness of your Service Learning program.*

This dimension includes students, Community Partners, and service recipients to ensure that learning has taken place and effective service has been rendered. Overall improvement will result in all dimensions of Service Learning.

## **Principle of Good Practice #I Establish a Clear Connection**

*Establish a clear connection between Service Learning experience and course content.*

A well written syllabus will explain why a Service Learning experience is part of the course. The following steps will guide you in making a clear connection between the Service Learning experience and the course content. As you complete the Service Learning Planning Sheet, you will be guided through these steps.

*Step One: Would you like some ideas?*

There is a list of community partner positions posed on the BucCareer Network that may be potential Service Learning projects for your students. Create a faculty account if you would like to view the list.

*Step Two: Will it work for you?*

Consider the course you teach and determine how a service experience might enrich the learning in your discipline. Service Learning can be effectively used in every discipline, even though some applications require a little more imagination than others. Consider how your course content connects with the community and what kinds of volunteer opportunities might be available.

*Step Three: What is your overall objective?*

With service sites or activities in mind, consider your goals and motives in choosing an application. What are you trying to accomplish for your students, yourself, and your course? Review your course objectives to determine those that can be linked to service. Before going further, list two or three specific and measurable service and learning goals that harmonize with your course objectives.

*Step Four: How could a service experience fit?*

Based upon your motives, goals, and objectives, choose a course service option. Decide how you will incorporate community service into your course. Course service options can range from one-time special projects (i.e. Habitat for Humanity or Summerville Miracle League) to regular, scheduled hours in an agency. You can offer the Service Learning component as a requirement for course completion which all students must do, as extra-credit, or as an alternative to a research paper or other required project.

*Step Five: Changes to Your Syllabus*

Once you have chosen how service will be incorporated, review and alter your course description and syllabus to reflect the change. To be successfully integrated, the service experience must be more than just an add-on to an already full syllabus. Identify some ways that might connect the service to specific objectives. Link the service to the course content through writing assignments, discussion topics, readings, presentations, and other activities. Describe how the students will be assessed in their service experience. Clarify that the grade is for the LEARNING that flows from the experience, through papers, discussions, presentations, etc. rather than for the service hours alone.

### *Step Six: Telling Your Students*

Allocate some class time for discussion of the service experience even if all students do not participate. By consciously continuing to include service, up-front and in writing, you are on your way to a successful implementation.

### **Step Seven: Acquiring Additional Funds**

- Student expenses and faculty-related expenses
- Student costs include copies, transportation, refreshments for training meetings, etc. \* Faculty costs include travel to a conference or neighboring campus visits, etc.

## **Principles of Good Practice #2: The Right Community Partner**

*Choose a community partner that matches a community need to your learning goals.*

The Service Learning experience of your students should be meaningful and instructive. Selecting an appropriate Community Partner is critical in providing a successful experience for your students. If you would like to receive help with the process, visit the Faculty Resources web page at [www.csuniv.edu/careers](http://www.csuniv.edu/careers) or contact the Career Center at 863-8019.

### *When Choosing a Community Partner:*

Choose a service experience that will enhance students' learning opportunities. Many federal, state, county, community, and private agencies have needs with which your students might want to be involved. Some of these needs include advocacy groups, companionship for certain clientele, computer and technology training, counseling at-risk individuals, office or clerical assistance, public relations and marketing concerns, and project planning needs. All of these agencies are involved in issues that are at the core of your teaching content. Making a successful match of community needs and learning opportunities will greatly enhance your Service Learning program.

- Make sure the service hours and activities of service learners will be sufficient to reach the goals of your Service Learning objectives.
- Communicate with the agency so that they can have a voice in defining what is needed and how and when the service tasks should be performed.

### *Tips for Establishing a Positive Community Partner Connection:*

(Tips are adapted from the Faculty Manual for Service Learning, Colorado State University and are used with their permission.)

- Research the agency history, mission, and related social issues before making contact. Meet agency representatives at their office whenever possible.
- When inviting Community Partners to campus, call the Campus Police to arrange for a guest parking pass.
- When visiting the agency or service site, note details on location, transportation, and parking that will be pertinent to your students.
- Ask the agency how what you have to offer might be useful to them. It is a significant role reversal to put yourself in the position of the learner, with a Community Partner as the expert and teacher. Service Learning is reciprocal in its nature- our service is being

rendered so that we can be taught.

- Learn about the assets of the agency and the clientele. Explore their capacities and abilities, and relate this to your students. As faculty and students shift their perception of community members as deficient and needy, to acknowledging that others have valuable and desirable strengths and insights, they will be able to realize the real reciprocity integral to their discipline of Service Learning.
- Be open to indirect service projects. Consider how you can help students see the value of service that provides support to the agency rather than have direct contact with people.
- Take care to “do no harm.” The community and clientele are not a teaching or research laboratory. Basic goals of Service Learning include community development and empowerment. For these goals to be realized, faculty and community must be equal, collaborative partners.
- Invite Community Partners to be part of reflections, presentations, and related activities.

#### *After Choosing Your Community Partner:*

- If necessary, execute a Service Learning Placement Agreement with your Community Partner.
- Provide the Community Partner with enough information allowing them to be helpful to you in the Service Learning experience. Let them know the goals and objectives of the course, the approximate number of student volunteers they can expect, the student availability, the degree of supervision the students might need, and the kinds of skills that the students can bring to their work at the agency.
- Inform the agency of the academic calendar so that they can make adjustments to their schedule to involve Service Learning students.
- Stay in frequent contact with your Community Partner.
- Notify the Community Service Coordinator of your plans to use a Community Partner. He coordinates the involvement of students with Service Learning so that an agency is not overtaxed.

### **Principles of Good Practice #3: Appropriate Student Training**

*Ensure appropriate training and orientation so that students are safe, successful in their learning goals, and effective volunteers at their service site.*

There are three dimensions in providing your students with appropriate training so that they can be successful in their Service Learning experience: 1) Introducing the Service Learning opportunity to the class, 2) Helping the students identify specific service and learning objectives while serving, and 3) Preparing the students for their first contact with the Community Partner.

#### *Introducing the Service Learning Opportunity to the Class:*

(On the first day of class)

- With enthusiasm, share one or two experiences of other students who have participated in a Service Learning experience.
- Outline the Service Learning experience in which your students may participate.
- With the students, discuss connections between a Service Learning activity and course content. Identify important issues that connect your discipline with the individuals and groups that the students would be serving.

*Helping Students Identify Specific Service and Learning Objectives While Serving:*  
(Before students begin their Service Learning experience)

- Ask the students what they would like to learn as a consequence of their service.
- Through a class discussion, help the students stretch in their anticipation of what they can learn through a service experience, e.g., students who will be in a family crisis shelter, could explore. "What part of our community is responsible for preventing family violence?" rather than just talking about how to make the community better.
- The students might write down some of their learning objectives before their service experience so that afterwards they can measure the value of their Service Learning activity.

*Preparing Students for Their First Contact with the Community Partner:*

- Invite the Community Partner supervisor to visit the class.
- Give the students a complete description of the agency's address, phone number, contact person, and hours.
- Discuss transportation concerns. If transportation is provided, arrange meeting times and locations to commute to the agency. If students are to car pool to the agency, then they will assume liability for their own transportation. Remind the students about the criteria for safe travel: seat belts, proper insurance, and prudent driving.
- Remind the students of their responsibility to CSU. This includes:
  - Living the standards of CSU and the Christ.
  - Complying with the agency's policies and procedures.
  - Keeping certain information confidential as indicated by the Community Partner supervisor. '
- Discuss any student concerns, fears, or expectations regarding the service experience.

*Following up academically with the Student:*

At the beginning of a student's Service Learning experience, you as their instructor provide them with an Experience Provider: Service Learning Evaluation and a Student: Service Learning Time Log. Students then give the Community Partner the Experience Provider: Service Learning Evaluation at the beginning of their Service Learning experience. Also, remind the students to keep the Student: Service Learning Time Log current and up to date throughout their service.

*Remember:* Your role as a Service Learning educator is to structure appropriate experiences set boundaries support learners, ensure physical and emotional safety, and facilitate the learning process. As you place students off campus remember to include appropriate training and orientation. This preparation will reduce risks and prevent any liability on the part of CSU for negligence in preparing students for their Service Learning experience.

## **Principles of Good Practice #4: Use Reflection to Transfer Knowledge**

*Ensure Learning is derived from the service experience by conducting effective reflection experiences.*

*What are reflection experiences?*

AS the title suggests, it is an experience in “reflecting,” critiquing, or analyzing on what has happened. A good reflection experience can be molded around a series of questions which help the students look beyond the obvious. Through these sessions, students analyze class concepts and societal issues. They make judgments regarding processes and actions. They identify solutions and create plans.

*Why reflect?*

We do not learn from experience unless we take time to reflect on it. To help your students learn from their service, it is important to provide a method for students to reflect about their experiences. Without reflection, our service is merely volunteerism- not Service Learning. Reflection is crucial for integrating the service experience with classroom topics. It helps students take notice of what they are learning from their service experiences-similar to the way that one highlights the important parts of a book with a color marker. It is these “highlights” that help students bridge classroom theory with the real world.

### **Informal and Formal Reflection Sessions**

*Informal reflection opportunities:*

Some of the most powerful reflection moments can be informal. Look for the opportunity to help a student probe the value of their service and the issues that surround the context of their service. For example, while dishing up food with a student on a soup-line, one instructor casually asked a student some probing questions, “Why are you doing this?” “Why do these people need a soup-kitchen?” “What’s gone wrong in this situation that requires a soup kitchen to help these people?” “How does this problem connect to our course?”

*Formal reflection sessions in small group discussions and classroom settings:*

Whether you meet with small groups of your students or the entire class, these formal reflection sessions should be structured to open the understanding of your students. Some reflection strategies are offered below. These are various strategies that instructors have found successful in stretching a student's vision of their Service Learning experience and the course content. Additional ideas for reflection experiences can be discussed with a member of the Service Learning Team.

Reflection ideas: Connecting Service to Academic Learning

(Used with permission From: “Service Learning Tip Sheets: A Faculty Resource Guide,” Indiana Campus Compact)

To enhance student learning, it is critical that instructors devote time and attention to designing reflection activities. Reflection is the intentional consideration of an experience in light of particular learning objectives. Reflection should be both retrospective and prospective: students consider their service experience to influence their future action. Effective reflection activities are linked to particular learning objectives of the class, are guided by the instructor, occur regularly throughout the course, allow for feedback and assessment, and include opportunities for the clarification of values. When reflection activities are integrated into class discussion and appear on exams, students report higher levels of satisfaction with the course and greater academic gains from the experience. A Service Learning class should include some type of reflection activity that can be evaluated by the instructor. This affords students the opportunity to document the learning that has occurred from the service component.

**Personal Journals** are easy to assign, yet difficult to grade; some argue that this means of personal reflection should not be graded at all. Journals provide a way for students to express thoughts and feelings about the service experience throughout the semester and, with guidance journals can link personal learning with course content.

- **Critical incident journal:** The following sets of prompts ask students to consider their thoughts and reactions and articulate the action they plan to take in the future: Describe a significant event that occurred as part of the service experience. Why was this significant to you? What did you learn from this experience? How will this incident influence your future behavior?
- **Three-part journal:** Each page of the weekly journal entry is divided into thirds; description, analysis, and application. In the top section, students describe some aspect of the service experience. In the middle section, they analyze how course content relates to the service experience. And in the application section, students comment on how the experience and course content can be applied to their personal or professional life.
- **Highlighted journal:** Before students submit their reflective journal, they reread personal entries and, using a high lighter, mark sections of the journal that directly relate to concepts and terms discussed in the text or in class. This makes it easier for both the student and the instructor to identify the academic connections made during the reflection process.
- **Key-phrase journal:** The instructor provides a list of terms and key phrases at the beginning of the semester for students to include in journal entries. Evaluation is based on the use and demonstrated understanding of the term.
- **Double-entry journal:** Students describe their personal thoughts and reactions to the service experience on the left page of the journal, and write about key issues from class discussion or readings on the right page of the journal. Students then draw arrows indicating relationships between their personal experience and course content.
- **Dialogue journal:** Students submit journal pages to the instructor for comments every two weeks. While labor-intensive for the instructor, this provides regular feedback to students and prompts new questions for students to consider during the semester. Dialogue journals also can be read and responded to by a peer.

**Directed writings** ask students to consider the service experience within the framework of course content. The instructor identifies sections from class readings (e.g., quotes, statistics, key concepts) and then structures a question for students to answer in 1-2 pages. A list of directed writings can be provided at the beginning of the semester.

**Experiential research papers** ask students to identify an underlying social issue they have encountered at the service site. Students then research the social issue. Based on their experience and research, they make recommendations to the agency for future action. Class presentations of the experiential research paper can culminate a semester's work.

**Email discussion** is a way to facilitate reflection with the instructor and peers involved in service projects. Students write weekly summaries and identify critical incidents that occurred at the service site. Instructors can post questions for consideration and topics for directed writings. A log of the email discussions can be printed as data to the group about the learning that occurred from the service experience.

**Ethical case studies** give students the opportunity to analyze a situation and gain practice in ethical decision making as they choose a course of action. Students write up an ethical dilemma case study that they have confronted at the service site, including a description of the context, the players involved, and the controversy or event that created the dilemma. Case studies are read in class and students discuss the situation and identify how they would respond.

**Service Learning portfolios** contain evidence of both processes and products completed and ask students to assess their work in terms of the learning objectives of the course. Portfolios may contain any of the following: Service Learning contract, weekly log, personal journal, impact statement, directed writings, photo essay, products completed during the service experience (e.g. agency brochure lesson plans, advocacy letters). Students write an evaluation essay,

providing a self-assessment of how effectively they met the learning and service objectives of the course.

**Personal narratives** are based on journal entries written regularly during the semester. Students create a fictional story about themselves as a learner in the course. This activity sets a context for reflection throughout the semester with attention directed to a finished product that is creative in nature. Personal narratives give students an opportunity to describe their growth as a learner.

**Exit cards** are brief note card reflections turned in at the end of each class period. Students are asked to reflect on disciplinary content from class discussion and explain how this information relates to their service involvement.

**Class presentations** can be three-minute updates that occur each month or thirty minute updates during the final two class periods during which students present their final analysis of the service activities and offer recommendations to the agency for additional programming. Agency personnel can be invited to hear final presentations.

**Weekly log** is a simple listing of the activities completed each week at the service site. This is a way to monitor work and provide students with an overview of the contribution they have made during the semester.

### **Principles of Good Practice #5: Evaluate Your Program**

*Review and Evaluate the Effectiveness of Your Service Learning Program.*

Success is usually a matter of small adjustments. Car engines run better after just a little adjustment to a computer chip deep within the electronics under the hood. Families draw closer together by adding traditions slowly over the days, months, and years of family interaction. Successful Service Learning programs are continually under the microscope of a dedicated teacher who wants to make his/her program more and more effective. Each Service Learning program should be evaluated on three fronts:

1. To what degree did learning occur through the service experience?
2. To what degree are the Principles of Good Practice being followed?
3. What feedback do the interested parties (students, agency personnel, the people being served, department chairman) have that can help improve the program? Some possible evaluation procedures are listed below.

#### **To what degree did learning occur through the service experience?**

The best source for an answer to this question would be the reflection sessions you held with your students. Did the students gain a greater comprehension of the issues that exist in your discipline? You might share your original learning objectives (as you first began to imagine Service Learning experience) with the students and have the students respond to them.

#### **To what degree were the principles of good practice followed?**

Most faculty are using these principles as a guide to continually tighten up their Service Learning model. As you revisit your syllabus, make continued contacts with your Community Partner, and receive feedback from the participants in your program, you can always modify your plans and measure your success in terms of these Principles.

## What feedback do the participants have that can help improve your program?

### *From Students...*

- The standard campus student evaluations can be administered with specific questions added to the instrument.
- An anonymous half-page response to the following questions, written on the chalkboard before class, can provide helpful feedback.
  - “What were the best things that happened in your Service Learning experience?”
  - “What could be changed to enhance this experience?”
  - “What would you tell your friend about this experience?”

### *From Your Community Partner...*

- An open relationship, fostered over months and years of helpful communication, will be the best way to get feedback on your Service Learning program. You might begin this exchange by asking the Community Partner supervisor to write up a list of ideas he/she would suggest to make the program better.
- Making the Community Partner a “true partner” in developing and maintaining the Service Learning program will ensure a successful experience for your students. Ask him/her to respond to your learning objectives. Let them conduct some of the reflection sessions. Use their evaluation of the students to assist with grading. Visit their agency often and send notes of appreciation frequently. When this relationship exists, he/she will be able to help you evaluate your program objectively.
- Ask your Community Partner to send you a periodic letter outlining his/her appraisal of the program.
- Forward a copy of these letters to your department and college administration.

### *From the People Being Served...*

- Your Community Partner can suggest means of obtaining reliable feedback from this group of individuals. Student responses in journals and final reports can provide insights into how the clients being served feel about the student servers.

### *From the Department Chairman and Other University Administration...*

- Share your experiences often with members of your department. Let your department chairman read representative student and client comments. Ask him/her about their perception of what you are doing and invite them to reflection sessions so they can see the learning experiences associated with Service Learning programs.
- Since CSU does not have faculty rank, you do not need to worry about Service Learning activities competing with research activities. If you are a new faculty and working on receiving continuing Faculty Status, Service Learning can be a supplement to your resume showing teaching success. Refer to your successful experiences with Service Learning as you report on your teaching methods and activities.

### *Academic Research on Service Learning*

Perhaps you would like to join many other academic scholars across the nations who are studying the processes and outcomes of Service Learning. Read the latest publications on Service Learning by visiting the Service Learning home page under the “Faculty Resource” section.

## **Liability Concerns and Risk Management**

When students leave the campus to participate in Service Learning experiences, all liability issues should first be properly resolved. Each of the following steps is important to ensure that the students and CSU are properly covered and free from liability:

*Step 1: The Master Service Learning Placement Agreement.*

This contract should be reviewed and signed by both the faculty member, (acting as the Faculty Agent), and the Community Partner (acting as the Experience Provider). This document outlines the general terms and agreements between CSU, the Community Partner, and the students.

- The original agreement should be retained by the faculty member maintains the original.
- The faculty member provides a second copy to the Community Partner.

Execution of this contract is required when a Service Learning partnership between CSU and a Community Partner is established. One contract is valid thereafter, for all similar CSU Service Learning activities conducted at the site.

The Career Center maintains a list of Community Partners. When establishing a Service Learning partnership, register on the BucCareer Network to search partnerships or to register a new partnership. Go to [www.csuniv.edu/](http://www.csuniv.edu/) and click BucCareer Network from the menu to your right.

**LIABILITY:** For most Service Learning activities this is the only required agreement. In certain Service Learning situations, the possibility might exist for a CSU student to harm a Community Partner or client through negligence. In these situations the execution of this agreement provides up to \$1,000,000 liability insurance to cover any damage or harm a student might cause a Community Partner. This agreement also requires a student to have his/her own health insurance and to carry vehicle liability insurance if he/she provides transportation for self and/or other students to or from a Service Learning site.

*Step 2: Proper Orientation and Training.*

To prevent any liability problems with a Service Learning activity, the faculty member and CSU must provide adequate orientation and training to participating students.

- Read and carefully explain in detail the Master Service Learning Placement Agreement to the students as part of this orientation.
- The Community Partner is also obligated to assist with the students' orientation and training. Ascertain that this step is not overlooked as you prepare and introduce your students to the Service Learning experience.

*Step 3: Report the Number of Participating Student.*

To provide the liability insurance coverage for each student participating in Service Learning activity, the number of students participating in each class must be retained by the sent to the course director every semester. This information is needed so a premium can be paid for each student.

*Step 4: CSU Student Service Learning Agreement.*

The CSU Student Service Learning Agreement must be signed by students participating in activities that would place them at risk. For example: 1) Students traveling out of State or 2) Students serving at a site where they could be injured.

The signed agreement is retained by the course director.

- The faculty member should retain the original agreement
- If it is determined that this agreement is needed, obtain a signed CSU Student Service Learning Agreement from each participating student.

***Visit the Faculty Resource web site at [www.csuniv.edu/careers](http://www.csuniv.edu/careers) to view projects, best practices and forms that other faculty members have used.***

# SERVICE LEARNING PLANNING SHEET

**Instructor:** \_\_\_\_\_ **Department:** \_\_\_\_\_

**Office Phone:** \_\_\_\_\_ **Fax:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Campus Address:** \_\_\_\_\_

**Course:** \_\_\_\_\_ **Semesters Offered:** F S Maymester Sum1 Sum2

**Service Component:** Optional / Required (Please circle one.)

**Number of students:** \_\_\_\_\_

**Number of service hours:** \_\_\_\_\_

**Course Objectives:**

**How will the Service foaming experience enhance course objectives?**

**Community Partner:** \_\_\_\_\_

**Contact Person:** \_\_\_\_\_

**Telephone** \_\_\_\_\_ **Fax:** \_\_\_\_\_

**Address:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Service performed by the students (use additional page if necessary):**



# STUDENT SERVICE LEARNING AGREEMENT

(Please Print)

**Student Name:** \_\_\_\_\_ **ID #:** \_\_\_\_\_  
Last First MI

**Cell Phone#:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Major:** \_\_\_\_\_ **Minor:** \_\_\_\_\_

**Experience Provider:** \_\_\_\_\_

**Experience Provider Supervisor(s):** \_\_\_\_\_

**Experience Provider Address:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip:** \_\_\_\_\_

**Provider Phone:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Department:** \_\_\_\_\_ **Course Name & Number:** \_\_\_\_\_

**Service Starting Date:** \_\_\_\_\_ **Service Ending Date:** \_\_\_\_\_

**Performance Schedule (hours & days of week):** \_\_\_\_\_

**Brief description of the Service Learning experience (use extra page if necessary).**

**Brief description of hazards and risks involved in the Service Learning experience (use extra page if necessary).**

**Student responsibilities are identified on the backside of this agreement and are part of this agreement. Please read this information carefully.**

The undersigned have read and approve/agree to the information/responsibilities on both sides of this document. (Please print name and initial)

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Faculty Agent:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## STUDENT RESPONSIBILITIES

### The student hereby agrees with CSU and the Experience Provider to:

1. Notify the University Service Learning Faculty Coordinator in writing of my age if I am younger than 18 years old.
2. Comply with all Experience Provider's policies and procedures.
3. Be enrolled as a CSU student in good standing.
4. Complete the Service Learning during the times and dates specified unless released by the Experience Provider and CSU.
5. Work conscientiously under the direction of the supervisor assigned by the Experience Provider.
6. Report serious personnel, safety, or other problems regarding the Service Learning experience to the Experience Provider supervisor and the CSU Faculty Agent.
7. Complete all CSU academic assignments and course work as outlined in the course syllabus. Failure to do so may result in a reduced grade or course failure.
8. Live according to the CSU Honor Code and Dress and Grooming Standards.
9. Have read and understood the description of hazards and risks concerning the Service Learning experience.
10. Be responsible for providing own transportation to the Service Learning site.
11. Voluntarily identify to my CSU Faculty Agent and the Experience Provider any personal, physical, and/or emotional problems I might have which would, without reasonable accommodation, prevent me from performing my essential responsibilities in the program. I understand that, if I have a disability that requires reasonable accommodation by either CSU or the Experience Provider, I will advise them at a time sufficiently prior to the commencement of the Service Learning program to allow them to make reasonable accommodations.
12. Provide evidence of health insurance and, if required, vehicle liability insurance.
13. Have read a copy of the Master Agreement between CSU and the Experience Provider. I agree to abide by its terms and acknowledge that the Master Agreement is specifically incorporated by reference into this Agreement.

## SERVICE LEARNING FUNDING

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### *SHOULD BE DISCUSSED INTERNALLY*

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- [ ] **Student Costs** (funded through the Leadership & Service Institute would relate to project supplies or transportation of students to the service site).
- [ ] **Faculty Costs** (funded through Academics would relate to professional development, teacher resource materials, teaching assistants, etc.).

### **Grants based on the following principles:**

- **Community Need and Involvement**  
Students provide a needed service. Recipients of the service are included in planning, and the relationship is reciprocal-our service is being given so we can be taught.
- **Clear Connections to Curriculum**  
The service experience relates to the subject matter of the course. Academic credit is awarded from learning related to the discipline, not for service alone.
- **Appropriate Training and Orientation**  
Faculty will coordinate with the community agency to assure students have the necessary understanding to function in an effective and safe manner.
- **Reflection to Transfer Knowledge**  
The course provides structured experiences for students to link their service activities with specific principles in the course and the discipline that they are studying.
- **Evaluation of Learning and Service**  
Includes, students, community agencies, or service recipients in an evaluation of the learning that has taken place and service that has been rendered.

**EXPERIENCE PROVIDER: SERVICE LEARNING EVALUATION**

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**Student** \_\_\_\_\_

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Supervisor Name:** \_\_\_\_\_

**PLEASE TAKE A MOMENT FROM YOUR BUSY SCHEDULE TO COMPLETE AND RETURN THIS PERFORMANCE FEEDBACK FORM IN THE ADDRESSED, STAMPED ENVELOPE THAT HAS BEEN PROVIDED BY THE COURSE INSTRUCTOR. PLEASE RANK THE STUDENT USING THE FOLLOWING SCALE BY CIRCLING THE APPROPRIATE RESPONSE:**

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<b>POOR</b> <b>1</b>	<b>MARGINAL</b> <b>2</b>	<b>STATISFACTORY</b> <b>3</b>	<b>EXCELLENT</b> <b>4</b>
To what level of quality has the student completed assigned service activities (duties)?			I 2 3 4
To what level of quality has the student interacted with children?			I 2 3 4
To what level of quality has the student maintained professional behavior?			1 2 3 4
Has the student been on time and at the appointed location of the service activity?			no
Comments/questions/concerns?			
_____			
_____			
_____			
_____			
_____			
_____			
_____			

*THANK YOU FOR YOUR ASSISTANCE*

## STUDENT: SERVICE LEARNING TIME LOG

**Student:** \_\_\_\_\_ **Course Name:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Instructor:** \_\_\_\_\_

**Agency:** \_\_\_\_\_ **Supervisor:** \_\_\_\_\_

**DIECTIONS TO THE STUDENT: NOTE THE NUMBER OF SERVICE HOURS YOU COMPLETE ON THE SCHEDULE BELOW. THEN GIVE IT TO YOUR SUPERVISOR AT THE END OF YOUR SERVICE LEARNING EXPERIENCE.**

Week (Date)									Supervisor Initials
1:									
2:									
3:									
4:									
5:									
6:									
7:									
8:									
9:									
10:									
11:									
12:									
13:									
14:									
15:									

**By signing this document, I acknowledge the above information is correct.**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **Faculty Service Learning Resources**

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In addition to this web page and the Faculty Guidebook, you can access a number of helpful resources to learn more about Servicing Learning. You can get additional Resources. You can also get additional resources on the web by going to these external links on the web.

### **External Links**

#### **Links to Service Learning Resources on the World Wide Web**

##### **[CAMPUS COMPACT](#)**

A comprehensive site that includes resources for Service Learning practitioners, including faculty, presidents, and administrators. Includes a calendar of events, extensive links to web resources, job listings, news, model programs, sample syllabi, a section dedicated to “Building the Service Learning Pyramid,” and much more.

##### **[AMERICAN ASSOCIATION OF HIGHER EDUCATION SERVICE LEARNING PROJECT](#)**

A description of AAHE's Service Learning Project, including coalition-building conferences and the 18-volume monograph series on Service Learning in the disciplines. Also includes links to other Service Learning resources and to other AAHE programs and partnerships.

##### **[THE BIG DUMMY'S GUIDE TO SERVICE LEARNING](#)**

This site is organized around frequently asked questions and divided into faculty and programmatic issues. Includes “101 Ideas for Combining Service & Learning” in various disciplines.

##### **[THE COLORADO SERVICE LEARNING HOME PAGE](#)**

A comprehensive site with definitions of Service Learning ; a thorough listing of undergraduate Service Learning programs with online course lists and syllabi; links to college and university homepages; and a list of link to Service Learning organizations, networks, and resources. This site also houses a searchable archive of the Colorado Service Learning listserv

##### **[NATIONAL SOCIETY FOR EXPERIENTIAL EDUCATION](#)**

Includes information about various experiential education methods, including Service Learning. Also includes membership and conference information, lists of publications and resources, and a description of NSEE's mission and history.

##### **[SERVICE LEARNING INTERNET COMMUNITY](#)**

This site is an online community for California State University Service Learning practitioners (but AVAILABLE to those outside the CSU system). It includes sample syllabi, lessons, and projects; information on awards, grants, and scholarships; news; and more.

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## GLOSSARY OF TERMS

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### **ASSESSMENT**

The process of gathering information in order to make an evaluation. An evaluation is a decision or judgment about whether an effort is successful and to what extent that effort has or has not met a goal. Evaluation of effects of service-learning on students who take classes that employ service-learning as pedagogy, on the community partner or agency that delivers services students assist with, on faculty members who teach those courses, and on the institution under whose auspices service-learning course are offered Assessment may be descriptive or evaluative; involve conventional Likert-type items or narrative reports; and be directed toward above-named stakeholders.

### **CAMPUS COMPACT**

A national coalition of more than 650 college and university presidents committed to increasing the number of service programs on higher education campuses across the state. At the national level, work promotes public and community service, development of resource materials, workshops and institutions, and support for 22 state offices and the National Center for Community Colleges.

### **CIVIC RESPONSIBILITY**

The commitment of a citizen to his or her community to take responsibility for the well-being of the community. Service-learning and community engagement are often cited as developing students' civic responsibility.

### **COMMUNITY**

Community can be used in a number of ways to apply to almost any groups of individuals. It is often use to describe a geographic group whose members engage in some face-to-face interaction. The term community can also be used in a more meaningful sense to emphasize the common bonds and beliefs that hold people together.

### **COMMUNITY ENGAGEMENT**

A central value affirmed by the service-learning movement. colleges, universities, and community colleges cooperate with nonprofit agencies, government agencies, faith-based organizations, and individuals to improve the community in which the institution resides. Service-learning, faculty participation, and students represent community engagement. This ethic of service affirms the responsibility of educational institutions to bring their resources to impact gaps in community services.

### **COMMUNITY PARTNER**

The agency that acts as a conduit for bringing resources to the community, e.g. government, nonprofit agency, or faith-based agency, bringing needed services to the community via existing distribution channels while taking responsibility for students work. Often a community partner identifies community needs and utilizes its existing infrastructure for project implementation.

## **COMMUNITY SERVICE**

Community Service is volunteerism that occurs in the community - action taken to meet the needs of others and better the community as a whole. Programs of all types, like scouts, schools or YMCAs, often perform the “community service.”

## **EXPERIENTIAL EDUCATION**

Emotionally engaged learning in which the learner experiences a visceral connection to the subject matter. Good experiential learning combines direct experience that is meaningful to the student with guided reflection and analysis. It is a challenging, active, student-centered process that impels students towards opportunities for taking initiative, responsibility, and decision making.

## **PEDAGOGY**

The study of the teaching and learning process; service-learning provides a method that informs and enhances the teaching and learning process.

## **CO-CURRICULAR**

related but only complementary to the official curriculum, as a civic or service activity outside the classroom.