

Service-Learning as Pedagogy

A Faculty Guide

2006-2008

The Center for Academic Excellence and Student Engagement
University of Wisconsin-Stevens Point

*** * WORKING DRAFT * ***

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Introduction:

The use of service-learning as a pedagogical method has been increasing across the country for at least a decade. Service-learning has also grown at the University of Wisconsin-Stevens Point. Despite this growth at UWSP, service-learning is still not clearly defined. There are few commonalities between service-learning courses, and there are no resources or guides for faculty explaining how to successfully integrate service-learning on this campus.

Section I of this handbook attempts to summarize a large body of research and scholarly work in order to provide a definition of service-learning, to outline the benefits of service-learning for students, faculty, and the university, to present principles of best practice and to describe potential problems, or pitfalls, with service-learning. Section II provides a guide for faculty to use when incorporating service-learning into an existing course at UWSP. This section touches on a number of critical issues such as learner outcomes, assessment, and reflection, but in no way is this handbook meant to be a comprehensive resource on these topics.

This handbook is presented as a draft, a work-in-progress. As service-learning grows at UWSP, new institutional structures may change the process faculty go through to integrate service-learning. Similarly, this handbook will change as UWSP has more experience with service-learning, and as we push forward with this new, innovative approach to teaching and learning.

If you have any feedback for us about this handbook, suggestions for additional information, or recommendations for further research to include, please let us know. Our contact information is provided on page 12. We value the on-going contributions made by faculty and staff. We hope to continue improving this handbook to assist faculty-driven course redesign. Thank you!

Section 1: Service-Learning

Definition of Service-Learning:

There are a variety of definitions for service-learning and a variety of terms used to describe service-learning type activities. In *Combining Service and Learning: A Resource Book for Community and Public Service*, author and editor Jane Kendall (1990) notes that there are 147 terms and definitions used to describe service-learning types of experiences. These include terms such as: action research, civic literacy, collaborative learning, community-based education, experiential education, field experiences, internships, reciprocal learning, service-learning, and volunteerism. The following are examples of definitions of service-learning from other Universities:

University of Wisconsin – Eau Claire:

“Service-learning is a method that promotes student learning and development through participation in thoughtfully organized service experiences. These experiences are defined, planned, implemented, and coordinated collaboratively by students, the university, and the community. They offer students the opportunities to apply their education in service to the community, which enhances their appreciation, understanding, and respect for others.”

<http://www.uwec.edu/SL/>

Brigham Young University – Idaho:

“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.”

<http://www.byui.edu/ServiceLearning/subpages/fgdefinition.htm>

University of Utah:

“An experience-based form of pedagogy in which students, faculty, and community partners work together to integrate and apply empirically-grounded knowledge in authentic settings to address the needs of the community and meet instructional objectives using action and critical reflection to prepare students for careers and to become meaningful members of a just and democratic society.”

<http://www.sa.utah.edu/bennion/pdf/faq.pdf>

The National Service-Learning Clearinghouse summarizes the many different definitions as follows:

“Service-learning combines service objectives with learning objectives with the intent that the activity change both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content.”

<http://www.servicelearning.org/>

We also find a variety of definitions in the scholarly literature about service-learning, including:

Robert Bringle and Julie Hatcher, “A Service Learning Curriculum for Faculty.” *The Michigan Journal of Community Service-Learning*, Fall 1995, pp.112-122:

“Service-learning is a credit-bearing, educational, experience in which students participate in an organized service activity that meets identified community needs and 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.”

Andrew Furco, "Is Service-Learning Really Better than Community Service?" in Furco, Andrew and Shelley H. Billig, eds. *Service-Learning: The Essence of the Pedagogy*. Greenwich, CT: Information Age Publishing Inc. 2002. p. 25:

"Service-learning seeks to engage individuals in activities that combine both community service and academic learning. Because service-learning programs are typically rooted in formal courses (core academic, elective, or vocational), the service activities are usually based on particular curricular concepts that are being taught."

The variety of definitions and terms used is as varied at UWSP as it is on the national level. The Center for Academic Excellence and Student Engagement (CAESE), through the leadership of the Service-Learning Steering Committee, has taken on the task of creating an operational definition of service-learning for the UWSP campus through collaboration with all departments and colleges at UWSP. It is hoped that this definition will encompass many of the valuable activities already occurring at UWSP.

Until the Service-Learning Steering Committee can define service-learning in a way that a majority of stakeholders agree upon, the Center for Academic Excellence and Student Engagement will continue to use the definition of service-learning provided by the National Center for Service-Learning and cited by Campus Compact. The National Center for Service-Learning defines service-learning through three key characteristics:

- 1) Service-learning constitutes activity that is focused on meeting a human need in the community where that need has to do with the well-being of individuals and/or of the environment in which they live.
- 2) Key academic and/or civic objectives to be achieved through combining service with learning have been identified prior to the activity.
- 3) Opportunities for students to reflect on their experience and its connection to specific academic/civic objectives are incorporated into the activity.

In general, service-learning experiences have some common characteristics (taken mostly from Eyler and Giles, 1999).

- They are positive, meaningful and real to the participants.
- They involve cooperative rather than competitive experiences and thus promote skills associated with teamwork and community involvement and citizenship.
- They address complex problems in complex settings rather than simplified problems in isolation.
- They offer opportunities to engage in problem-solving by requiring participants to gain knowledge of the specific context of their service-learning activity and community challenges, rather than draw upon generalized or abstract knowledge such as might come from a textbook. As a result, service-learning offers powerful opportunities to acquire the habits of critical thinking; i.e. the ability to identify the most important questions or issues within a real-world situation.
- They promote deeper learning because the results are immediate and uncontrived. There are no "right answers" in the back of the book.
- As a consequence of this immediacy of experience, service-learning is more likely to be personally meaningful to participants and to generate emotional consequences, to challenge values as well as ideas, and hence to support social, emotional and cognitive learning and development.

What Service-Learning Is:

According to the National Commission on Service-Learning (Fiske, 2001), school-based service-learning is:

- A method of teaching that combines community service with curriculum-based learning
- Linked to academic content and standards
- About students helping to determine and meet real, defined community needs
- Reciprocal in nature, benefiting both the community and the student
- An effective way to encourage and foster active citizenship as a part of public education
- An approach to teaching and learning that can be used in any curriculum area as long as it is appropriate to the learning goals
- For all ages, even the youngest child

What Service-Learning is Not:

According to the National Commission on Service-Learning (Fiske, 2001), service-learning is not:

- A volunteer of community service program with no ties to academics
- An “add-on” to the existing curriculum
- Logging a certain number of service hours in order to graduate
- One-sided – benefiting either the students or the community
- Compensatory service assigned as a form of punishment by the courts or school administrators
- Only for use in social studies classes, civics, or American government
- Only for high school or college students

Benefits of Service-Learning:

A large quantity of research has focused on the benefits of service-learning for all participants, including students, faculty, the community, and educational institutions. A majority of this research has focused on the benefits for students. This research is well summarized (Eyler, Giles, Stenson & Gray, 2001). Please refer to the References for additional examples of service-learning research. Below, we present an “at-a-glance” inventory of the benefits of service-learning:

Benefits for Students:

- Enhanced learning through action (Eyler & Giles, 1999; Eyler, Giles, Stenson & Gray, 2001; Vogelgesang & Astin, 2000)
- Increased academic performance:
 - GPA (Vogelgesang & Astin, 2000)
 - Writing skills (Vogelgesang & Astin, 2000)
 - Critical thinking skills (Eyler & Giles, 1999, Vogelgesang & Astin, 2000)
 - Improved problem analysis skills (Eyler & Giles, 1999; Eyler et al., 2001)
- Enhanced leadership skills (Astin, Sax, & Avalos, 1999; Eyler & Giles, 1999; Gray, Ondaatje, Fricker, Greschwind, Goldman, Kagnoff, Robyn, Sundt, Vogelgesang, & Klein, 1998; Vogelgesang & Astin, 2000)
- Personal development:
 - Promote thinking about career preparation; students who participate in service-learning are more likely to choose service-related careers than students who do not participate

- o in service-learning courses. This is especially true for students who have not yet declared a major. (Astin et al., 1999; Driscoll et al., 1996; Vogelgesang & Astin, 2000)
 - o Increasing feelings of self-efficacy and self-esteem (Eyler et al., 2001; Vogelgesang & Astin, 2000)
 - o Values: this includes “commitment to activism and to promoting racial understanding” (Astin, et al., 2000; Moely et.al 2002)
 - o Enhances students’ psychosocial and moral reasoning abilities (Vernon & Ward, 1999)
- Fostering the development of civic responsibility and other values of citizenship:
 - o Increased commitment to volunteer service to the community, even after graduation (Astin et al.1999; Eyler & Giles, 1999; Moely et. al 2002; Vogelgesang & Astin, 2000)
 - o Facilitates racial and cultural understanding and reduces stereotypes (Astin et al., 1999; Driscoll et al., 1996; Gray, et al., 1998; Vogelgesang & Astin, 2000)
 - o Develop a sense of activism (Vogelgesang & Astin, 2000). Their study measured activism through a commitment of helping others who are in need, influencing the political structure, influencing social values, and participating in community action programs.
- Openness to new ideas and experiences (Jones & Abes, 2004)
- Deeper relationships with faculty (Eyler & Giles, 1999; Eyler et al., 2001; Gray et al., 1998)

Several additional factors influence the extent to which service enhances the learning and the service-learning benefits experienced by the student, including:

- Degree of interest the student has in the subject matter (Eyler, Giles, Stenson & Gray, 2001)
- How much the professor encourages class discussion (Astin et al., 2000; Fenzel & Peyrot, 2005)
- How much the students process the service experience with each other (Astin et al., 2000; Fenzel & Peyrot, 2005)
- The frequency with which professors connect the service experience with the course subject matter (Eyler & Giles, 1999; Fenzel & Peyrot, 2005)
- A minimum of at least 10 hours of direct service; i.e., duration and intensity of service (Astin et al., 1999; Fenzel & Peyrot, 2005)
- More than one approach to reflection (Eyler & Giles, 1999; Fenzel & Peyrot, 2005)
- Receiving quality feedback from professors or community members has a positive impact on students’ learning, use of skills taught in course, and commitment to service (Eyler et al., 2001)

Benefits for Faculty:

- Students gain a deeper understanding of course material (Eyler & Giles, 1999)
- Students gain the ability to apply course material to real world problems (Evangelopoulos, Sidorova, & Riolli, 2003; Eyler & Giles, 1999; Eyler et al., 2001; Gray, et al., 1998)
- Students who participate in service-learning report greater satisfaction with the instructor, the grading system, the reading assignments, and the course than students who did not participate in service-learning (Evangelopoulos et al., 2003)
- Opportunity to provide useful service to the community (Abes, Jackson, & Jones, 2002)
- Application of theory and knowledge to local problem solving (Vernon & Ward, 1999)
- Redefines the role of teacher from giver of knowledge to facilitator of knowledge (CCLC, 2001)
- Teaching becomes more process oriented due to interaction with students (CCLC, 2001)
- Provides for connections between research and teaching and often a commitment to research by faculty (CCLC, 2001; Driscoll et al., 1996)
- Deeper relationships with students (Eyler & Giles, 1999; Eyler et al., 2001; Gray, et al., 1998)

Benefits for the University:

- Service-learning improves student satisfaction with college (Eyler et al., 2001; Gray, et al., 1998)
- Students engaged in service-learning are more likely to graduate (Eyler et al., 2001)
- Enhanced community relationships and positive community perception (Eyler et al., 2001; Gray, et al., 1998; Vernon & Ward, 1999)
- University is viewed as “a partner and a great source for ideas, people, and resources.” (Vernon & Ward, 1999)
- Service-learning provides Universities a mechanism to strengthen their public service mission (Vernon & Ward, 1999)

Benefits for the Community:

There have been very few studies that focus on the impact of service-learning on communities (Vernon & Ward, 1999). From what has been studied, however, the following are among the key benefits to the community:

- Augment the administrative and service capacity of local non-profit organizations (Driscoll et al., 1996; Fredericksen, 2000)
- Service-learners help community organizations meet goals, fill program gaps, and provide effective service (Driscoll et al., 1996; Eyler et al., 2001; Gray, et al., 1998; Vernon & Ward, 1999;)
- Service-learners often bring enthusiasm, energy, and new ideas or perspective to community partners (Driscoll et al., 1996; Vernon & Ward, 1999)
- Service-learning can contribute to community development and renewal (CCLC, 2001)
- Provides community organizations with an inside look at the University (CCLC, 2001; Driscoll et al., 1996)
- Formalize connections with the University (CCLC, 2001)
- Develops future community leaders (CCLC, 2001)

Some of the research into the benefits of service-learning for the community include a variety of common difficulties and/or concerns for community agencies working with service-learning students:

- Working around students' busy schedules to create a service time that works for both the community organization and the student (Vernon & Ward, 1999)
- The short-term nature of the students' commitment to the organization. Often agencies need more long-term help than what can be provided by a student during a semester service-learning project. (Vernon & Ward, 1999)
- “It takes time, energy, and money to train them [service-learners], all of which are limited at nonprofits...” (Vernon & Ward, 1999)
- “...communication needs to be increased so that the campus is more aware of the agency's needs and student skills can be better matched with these needs.” (Vernon & Ward, 1999)

Potential Drawbacks or Problems with Service-Learning:

John Eby (1998) wrote a provocative essay, "Why Service-Learning is Bad" which examines some of the potential negative aspects of service-learning and identifies ways for strengthening the service provided through service-learning. An awareness of the potential pitfalls can assist faculty in creating a positive experience for their students and the community. Some of the drawbacks discussed in Eby's essay are summarized below:

Mixed Motives:

Service-learning is intended to be a reciprocal relationship in which the needs are identified and service is solicited by community partners. Other motives often enter into the relationship though, such as the academic institution's desire to use service-learning as a public relations tool, redirected energies from service toward learning to gain legitimacy for service-learning within the academy, students desire to participate in order to strengthen resumes or make themselves feel good, and agency participation simply to gain free labor. Any motives that compromise the reciprocal nature of the relationship should be acknowledged and avoided.

Trivialization of Service:

A haphazard or casual approach to service-learning can inadvertently trivialize service and demean service professions. Students may enter into a service-learning experience with the unrealistic expectation of "solving" deep societal problems in a few short weeks. Quality service-learning experiences require careful selection of agencies and sites, thoughtful planning and orientation, and on-going communication, and thoughtful reflection. Without these components the quality of service can be compromised (Stephenson, Wechsler, and Welch, 2002).

False Understanding of Need:

Service-learning can reinforce students' misconceptions about needs and negative stereotypes. Before engaging in service-learning students often view need as a deficiency, especially within the client, not within the social system itself. Deficiencies are then translated into a set of disconnected parts and treated with specialized services. Without careful attention this process can reinforce simplistic understandings of social problems. It often ignores the resources and strengths that already exist within the community as well as possible structural components and causes of needs. The faculty member and the agency representative should promote the strengths and assets of the community partner and the populations the community partner serves. Attention should also be given to exploring the complex issues that led to observed needs and addressing stereotypes students may hold previous to the service experience.

To mitigate these possible drawbacks or problems with service-learning principles of good practice for service-learning must be followed. These principles are presented in Section II of this handbook. Also provided (in the Appendix) are examples of forms that can be used to develop clear expectations and achieve a better working relationship between the university and the community through service-learning.

Service-Learning on the National Level:

The following is reprinted with permission, from "Service-Learning in the Curriculum: A Faculty Guide" by Meg Stephenson, Ann Wechsler, and Marshall Welch (2003, p.14).

From a historical perspective, the primary purpose of the first colleges and universities in this country was the development of students' character as well as their intellect (Colby, Ehrlich, Beaumont, Rosner, & Stephens, 2000). By the 1900's, innovative institutions such as Cornell, Harvard, Yale, University of Chicago, and the University of Wisconsin borrowed the concept of research from European schools and integrated it with the American emphasis on teaching and the formation of citizens (Sullivan, 2000). In addition to teaching and research, Harkavy (2001) reminds us that service has always been an integral part of higher education in the United States.

Faith-based institutions have traditionally focused on students' spiritual growth in responding to moral issues. Part of the reconstruction of the nation following the Civil War was developing "usable knowledge" for a rebuilding, emerging industrial democracy resulting in the creation of land-grant colleges to provide technical assistance to the community (Boyte & Kari, 2000). Liberal arts colleges have provided broad experiences to help prepare enlightened students who will be good citizens leading society at-large. Research institutions have always attempted to integrate research and teaching to address society's needs.

Harkavy (2001) also notes that higher education's current preoccupation on research is a recent phenomenon that arose out of the ashes of World War II. At that time, American society as a whole was preoccupied with the Cold War and competition with the Soviets. Consequently, universities became "entrepreneurial" in their quest for government-funded research grants. With those funds came the income and prestige for which faculty members were rewarded as they obtained grants. This, in turn, resulted in a change in faculty reward structures that reinforced research over teaching. Rice (1996) documents the changing role of faculty from service to science. As a result, faculty began to develop knowledge for its own sake rather than social benefit.

By the 1980's, society at-large and scholars within academia began to sense that higher education was not effectively nurturing students' sense of civic responsibility (Sax, 2000). The Carnegie Foundation for the Advancement of Teaching released a report entitled, "Higher Education and the American Resurgence" in 1985. The report stated, "if there is a crisis in education in the United States today, it is less that test scores have declined than it is that we have failed to provide the education for citizenship that is still the most important responsibility of the nation's schools and colleges." Likewise, the National Commission on Civic Renewal (1998) charged higher education with a sense of "civic disengagement".

In response, Ernest Boyer advocated civically engaged scholarship characterized as:

...connecting the rich resources of the university to our most pressing social, civic, and ethical problems...Campuses should be viewed by both students and professors not as isolated islands, but as staging grounds for action... (Boyer, 1995, p.92)

Vortuba (1996) pointed out that higher education is not a social service agency whose sole mission is to solve all of society's problems, but rather, to utilize its intellectual resources to address community issues in ways that are consistent with the mission of higher education. This can be accomplished by integrating research, teaching, and service (Bringle, Games, & Malloy, 1999).

Service-Learning and Civically Engaged Scholarship at the National Level:

The following is reprinted with permission, from “Service-Learning in the Curriculum: A Faculty Guide” by Meg Stephenson, Ann Wechsler, and Marshall Welch (2003, p.15).

There is a growing national movement to use service-learning as a way of promoting civically engaged scholarship. Bringle et al, (1999) argued that service-learning is a viable means for institutions of higher education to become engaged citizens with the community because it: 1) is a safe way in which faculty can become engaged in their communities, 2) does not disrupt the momentum of scholarly research but will ultimately enhance it, 3) establishes norms and expectations among students that facilitate other reform, and 4) provides concrete evidence both internally and externally that the institution is serious about community engagement (p.12).

University presidents have recognized the potential of service-learning as a vehicle for civically engaged scholarship. Several presidents have gathered for a number of groundbreaking conferences to create a national agenda on this topic. The first *Wingspread conference* was held at the University of Michigan, 1998, and was jointly sponsored by the Association of American Universities, American Association for Higher Education, American Council on Education, Association of American Colleges and Universities, Campus Compact, New England Resource Center for Higher Education, University of Pennsylvania Center for University Partnerships, and the Johnson Foundation, with support from the W.K. Kellogg Foundation. The second conference was held in July of 1999, culminating in drafting the *Wingspread Declaration on the Civic Responsibilities of Research Universities*. Similarly, an August group of university presidents met at the Aspen Institute in 1999 to create the *Presidents’ Fourth of July Declaration on the Civic Responsibility of Higher Education*.

As a result, service-learning has gained credibility as an effective pedagogy in a number of disciplines. The American Association of Higher Education (AAHE) commissioned an 18-volume monograph series that integrates and presents theoretical essays, pedagogical models, and bibliographical resources that are relevant to specific fields. These disciplines range from hard sciences to social sciences to professional schools. Similarly, Zlotkowski (1998) pointed out that the practice and research of service-learning is gaining more venues for scholarly dissemination. The *Michigan Journal of Community Service-Learning* is recognized for its rigor; other journals including the *Journal of Public Service and Outreach* are achieving prominence. Zlotkowski (1998) also noted that a number of discipline specific associations and journals are publishing monographs or special editions focusing on service-learning. Finally, professional organizations and accreditation boards are recognizing and encouraging professional preparation programs to incorporate service-learning within the curriculum. This interest in service-learning is also reflected in the growing number of national organizations that provide information and support to institutions of higher education.

Campus Service-Learning Resources:

1. Michele Dickinson, UWSP Service-Learning Coordinator
LRC, 505
295-8939 (ext 8939 on campus)
mdickins@uwsp.edu

Michele Dickinson has been working at UWSP since February, 2006 as the Campus Service-Learning Coordinator. She is eager to work with faculty who are interested in incorporating service-learning into their courses. Please contact Michele for assistance, especially in locating potential community partners to work with.

2. Center for Academic Excellence and Student Engagement
Patricia Ploetz, ABD, Interim-Director
LRC 500
Ext. 4930
pploetz@uwsp.edu

The Center for Academic Excellence and Student Engagement (CAESE) is a faculty-driven center dedicated to the inspiration and advancement of outstanding and innovative teaching, including service-learning. The "Center" can assist interested faculty connect with other faculty that may be able to provide assistance or mentorship through the service-learning course development process.

3. Service-Learning Steering Committee
Dr. James Sage, Committee Chair
Department of Philosophy, Religious Studies, and Anthropology
CCC 419
Ext. 4625
jsage@uwsp.edu

The Service-Learning Steering Committee meets on a monthly basis to discuss the advancement of service-learning at UWSP, to identify and address existing policy barriers, and to provide faculty with assistance and suggestions in incorporating service-learning into their courses. Anyone interested in participating in this committee should contact James.

State & National Service-Learning Resources:

Campus Compact

Campus Compact is a coalition of nearly 1,100 college and university presidents who are committed to fulfilling the public purposes of higher education. The mission of Campus Compact is to “advance the public purposes of colleges and universities by deepening their ability to improve community life and educate students for civic and social responsibility” (Campus Compact).

Membership in Campus Compact includes private, public, two- and four-year institutions across the spectrum of higher education. Campus Compact supports service-learning and other civic engagement initiatives through training for faculty, staff, students, administrators and community partners, research on effective programs and practices, resources (online and in print), advocacy and policy work, and grants, funding and other awards.

Campus Compact
Brown University, Box 1975
Providence, RI 02912
Phone: 401-867-3950
E-mail: campus@compact.org
Website: www.compact.org

Wisconsin Campus Compact

Wisconsin Campus Compact (WiCC) was created in October 2002 with the signing of a charter by chancellors and presidents of 28 colleges and universities. Wisconsin Campus Compact is the state office of the national Campus Compact. Their mission is to “strengthen civic engagement and service-learning partnerships between Wisconsin’s postsecondary institutions and the communities they serve” (Wisconsin Campus Compact).

Wisconsin Campus Compact supports service-learning and civic engagement through a number of programs including the Wisconsin K-16 AmeriCorps*VISTA Service-Learning project, the M3C Fellow AmeriCorps Education Award Program, Upper Midwest Campus Compact Student Civic Leadership Fellows Program, the New Voters Project, and the American Democracy Project. Much like Campus Compact, Wisconsin Campus Compact provides training to faculty, staff, students, administrators, and community partners, resources, and networking opportunities.

Wisconsin Campus Compact
University of Wisconsin – Parkside
900 Wood Rd, PO Box 200
Kenosha, WI 53141-2000
Phone: 262-595-2002
E-mail: pamela.proulx-curry@uwp.edu
Website : www.wicampuscompact.org

National Service-Learning Clearinghouse

The National Service-Learning Clearinghouse is a project of the Learn and Serve America program and supports the national service-learning movement in a number of ways. The Service-Learning Clearinghouse maintains a website with valuable and timely research, information and resources, operates a listserv to share information and resources, and maintains a library that is available to Learn and Serve America grantees and subgrantees.

Phone: 1-866-245-SERV
E-Mail: info@servicelearning.org
Website : www.servicelearning.org

Corporation for National and Community Service

Originally known as the Corporation for National Service, this organization was created by the National and Community Service Trust Act of 1993. Its mission is to engage Americans of all ages and backgrounds in service. The Learn and Serve America (www.learnandserve.org) initiative focuses on incorporating service-learning from kindergarten through college. The Corporation for National and Community Service also supports the AmeriCorps programs, including AmeriCorps*VISTA, through which Wisconsin Campus Compact member campuses have been able to place VISTAS to support the growth of service-learning.

Corporation for National and Community Service
1202 New York Ave, NW
Washington, DC 20525
Phone: 202-606-5000
E-Mail: info@cns.gov
Website : www.nationalservice.org

National Society for Experiential Education

The National Society for Experiential Education (NSEE) is a membership association of educators, businesses, and community leaders. Founded in 1971 as the National Society for Internships and Experiential Education, NSEE also serves as a national resource center for the development and improvement of experiential education programs nationwide. They support experiential education through the dissemination of books, articles, newsletters in addition to hosting conferences to assist faculty in integrating service-learning into coursework. For more information visit the NSEE website at www.nsee.org

National Service-Learning Partnership

The Partnership was formed in 2001 and is a national network of members dedicated to advancing service-learning as a core part of every young person's education. The Partnership's website provides service-learning tools, resources, and best practices. They support service-learning through a national network of service-learning practitioners, a "service-learning marketplace" to offer or seek professional services, monthly updates with news, resources, and opportunities to take action, and federal advocacy representation. For more information on the National Service-Learning Partnership visit their website at www.service-learningpartnership.org

Additional Online Resources

National Service-Learning Exchange: www.nslexchange.org

Michigan journal of Community Service Learning: www.umich.edu/~mjcs/

Wisconsin Department of Public Instruction: dpi.wi.gov/fscp/slhmpage.html

Section II: Developing a Service-Learning Course

Principles of Good Practice for Service-Learning Pedagogy:

These principles of good practice for service-learning pedagogy are originally presented by Jeffery Howard in *Praxis I: A Faculty Casebook on Community Service Learning* (1993).

Principle 1: Academic Credit is for Learning, Not Service

Just as in traditional courses, grades for service-learning courses are assigned based on students' demonstration through academic learning as measured by the instructor. Students' learning is evaluated from traditional sources (e.g. class discussions, library research, journals, written reflection papers, etc.), from the community service, and from a blending of the two.

Principle 2: Do Not Compromise Academic Rigor

Service-learning students must master academic material as in traditional courses, but also learn how to learn from often loosely-structured community experiences and merge that learning with the learning from other course resources. Service-learning courses also require students to satisfy academic learning objectives and civic learning objectives. This makes for challenging intellectual work, corresponding with rigorous academic standards.

Principle 3: Establish Learning Objectives

Clear and measurable learning objectives (learner outcomes) are the foundation of service-learning courses. Without such, one cannot develop a quality service-learning course. These learner outcomes are required of every course, but are especially helpful for connecting to community partners. With clear learner outcomes faculty are better able to communicate to community partners what they are looking for and effectively match community needs and possible projects with their course.

Principle 4: Establish Criteria for the Selection of Service Placements

Within some courses students may be required to choose their own placement site. While the Center for Academic Excellence and Student Engagement does not recommend this method, we would like to suggest criteria for selecting service placements which is useful to both faculty and students. Faculty who are deliberate about selecting community service placements will find that students are able to extract more relevant learning from the service opportunities and are more likely to meet the course learning objectives.

Criteria for selecting service placements:

1. Circumscribe the range of acceptable service placements around the content of the course (e.g., for a course on homelessness, homeless shelters and soup kitchens are learning-appropriate placements, but a hospice would not be).
2. Limit specific service activities and contexts to those with potential to meet course-relevant academic and civic learning objectives.
3. Correlate the required duration of service with its role in the realization of academic and civic learning objectives (e.g., one two-hour shift at a hospital will do little to contribute to academic or civic learning in a course on institutional healthcare).
4. Assign community projects that meet real needs in the community as determined by the community.

Principle 5: Provide Educationally-Sound Learning Strategies to Harvest Community Learning and Realize Course Learning Objectives

Requiring service-learning students to merely record their service activities and hours as their journal assignments is tantamount to requiring students in an engineering course to log their activities and hours in a lab. Learning in any course is realized by an appropriate mix and level of learning strategies and assignments that correspond with the learning objectives for the course. Learning interventions that promote critical thinking, analysis, and application of service experiences enable learning. Careful thought must be given to learning activities that encourage the integration of experiential and academic learning. These activities can include classroom discussions, presentations, journals and paper assignments that support the analysis of service experiences in the context of the course academic and civic learning objectives. Of course, clarity about the learning objectives is a prerequisite for identifying educationally-sound learning objectives.

Principle 6: Prepare Students for Learning from the Community

Most students lack experience in extracting and making meaning from experience and merging it with academic learning strategies. Faculty can facilitate this process by providing students with a) learning supports such as opportunities to acquire skills for gleaning the learning from service contexts (e.g., reflective listening, seeking feedback, acuity in observation, and mindfulness in thinking) and/or b) examples of how to successfully complete assignments.

Principle 7: Minimize the Distinction Between the Students' Community Learning Role and Classroom Learning Role

Generally classrooms provide a high level of teacher direction (passive learning), while the community service experience requires students to assume an active learner role. Making the classroom a more active learning setting can help students and minimize the distinction between the two settings.

Principle 8: Rethink the Faculty Instructional Role

Creating a more active role for students in the classroom requires faculty to rethink their role within the classroom. To achieve more active learning requires an instructor to shift away from the reliance on transmission of knowledge toward the role of learning facilitation and guidance.

Principle 9: Be prepared for Variation in, and Some Loss of Control with, Student Learning Outcomes

Due to the variability in service experiences (even for students placed with the same community partner) and their influential role in student learning, one can anticipate a greater variety in student learning outcomes and compromises to faculty control over learning outcomes.

Steps to Integrating Service-Learning:

The development of a successful service-learning course can be time-consuming. Therefore it is recommended that professors interested in integrating service-learning into their courses begin the process at least a semester prior to initial course delivery. The following outlines the recommended steps that faculty/staff should complete in order to successfully integrate a service-learning component into the course. Completing these steps and working closely with the Service-Learning Coordinator helps to ensure that the service project(s) meet an identified community need, provide valuable service to the community, and result in producing quality academic achievement and will meet intended learner outcomes for students.

The following outline is not intended to provide complete information about each given step. For detailed information or other resources please contact the Service-Learning Coordinator directly, the Center for Academic Excellence and Student Engagement, or the resources listed within this handbook.

Course Development:

1. Meet with UWSP's Service-Learning Coordinator.

Meeting with the Service-Learning Coordinator is especially recommended for faculty who are integrating service-learning into a course for the first time. The Service-Learning Coordinator can assist faculty in each step of the course redesign process. During the first meeting with the Service-Learning Coordinator you will discuss the desired learning outcomes for the course and the project, expectations for students, and what projects may fit with current course material.

2. Define student learner outcomes.

Learner outcomes should be developed for the course in general and the service-learning project in particular. The outcomes should be clear, achievable, and measurable. Having strong learner outcomes defined in the beginning of the process makes connecting with community partners somewhat easier because the learner outcomes provide a clear picture of what faculty hope students will get out of the service opportunity. They also can refine what activities would or would not fit with the course. These outcomes should also drive assignments and assessment measures. Faculty that would like assistance in writing learner outcomes should contact the Center for Academic Excellence and Student Engagement.

3. Initiate and solicit community partnerships.

A major portion of the Service-Learning Coordinator's responsibility is to help faculty connect to appropriate community partners. The Service-Learning Coordinator works with a wide variety of organizations in the Portage County area and therefore can help facilitate meetings between UWSP faculty/staff and the potential community partners. The following steps are recommended to initiate successful community partnerships:

- Identify community agencies that may have an interest in working with students and have needs that would be well-suited to your course material.
- Contact these agencies with a clear description of your course, the learning objectives of the course and service project, and an overview of student requirements.
- Discuss with agency representative what the agency does, what assistance with current programming the agency may need, possibilities for creation of new programs, how many students they would like to work with, and expectations of the agency (e.g., provide students with an orientation, meet with and supervise students, provide ongoing

communication with the faculty member and UWSP Service-Learning Coordinator, provide evaluations of student performance, etc.)

- After the meeting write a formal project proposal which would provide students with an overview of the agency and the purpose of the project, specific students responsibilities and expectations, agency responsibilities, and necessary information on logistics. Make sure there is agreement between yourself and the agency representative before presenting these project descriptions to students or incorporating them into the course syllabus.
- Set an orientation date and location with the agency representative, provide them with necessary evaluation forms, and develop a timeline for the project. (ex. Students will begin service during the third week of classes, a mid-term evaluation should be completed by the 8th week of classes, and the students will complete the project by the 14th week of classes.)

4. Develop reflection activities and other assignments.

Effective service-learning integrates structured reflection into the project to help students make meaningful connections between their service experience and course content, and in the process develop various skills. Research has shown that the more opportunities for reflection and discussion students are provided with the more they benefit and learn from the service experience. For more detailed information about reflection please refer to the following section entitled "Reflection".

5. Develop grading and assessment measures.

Course credit should reflect learning, not just service; therefore the students' grades should reflect their level of learning from the experience, not simply their participation in the service-learning project. A learning assessment method is a means for measuring the achievement of one or more learner outcomes. There are two general types: 1) formative assessment, which emphasizes ongoing feedback to students about the quality of their learning, and 2) summative assessment, which emphasizes the overall quality of students' learning. These assessment methods must align with the learning objectives and learning strategies (Howard, 2001).

The *Michigan Journal of Community Service Learning* in the "Service-Learning Course Design Workbook" provides a great resource for helping faculty connect learning goals, learning objectives, learning strategies, and learning assessment methods for service-learning courses. This resource can be found through UWSP's Center for Academic Excellence and Student Engagement or online via Education Resources Information Center (ERIC) at <http://www.eric.ed.gov/>.

6. Discuss with the service-learning coordinator what role you would like him/her to play in the service-learning project throughout the semester.

The Service-Learning Coordinator can provide a variety of assistance, especially to faculty or staff using service-learning for the first time. Assistance during the semester of implementation can include visiting community partner sites during service times, assistance in communicating with the community agency, presenting information to students about service-learning, distributing and collecting service-learning forms, and questions about service-learning that students and community partners may have.

The Service-Learning Coordinator will not assist with any activity that could potentially impact the student's course grade (e.g., reading reflection papers or journals, leading reflection discussions, or answer student questions regarding assignments). Faculty are not required to use the assistance of the Service-Learning Coordinator during the semester, even if the Coordinator provided assistance during course design.

7. Arrange logistics of the course and edit service-learning forms as necessary.

Logistics should be carefully worked out with the community partner to achieve a service-learning project that meets the objectives for all stakeholders. This includes things such as:

- orientation date, time, and location
- project start and completion date
- frequency and duration of student work at the community partner site

Service-learning forms, and their purpose, are presented in Appendix A and available electronically from the Center for Academic Excellence and Student Engagement. It is recommended that faculty use these forms to reduce the number and variety of forms originating from UWSP that our community partners must deal with. Please discuss the use of the service-learning forms with the Service-Learning Coordinator and work with the Coordinator to make any edits necessary. The Center for Academic Excellence and Student Engagement asks that faculty integrating service-learning share some of the information collected on these forms with the Center. The Service-Learning Coordinator can assist in distributing, collecting, and analyzing the data collected.

8. Edit the course syllabus to include the service-learning project(s).

It is important that the service-learning component to the course is clearly identified within the course syllabus and presented to students early within the course. UWSP currently has no timetable designation for courses that may contain a service-learning or other civic engagement component, so it is important to share this type of information with students early in the semester so course changes can be made, if necessary.

The Center for Academic Excellence and Student Engagement recommends including these key elements regarding service-learning into the syllabus:

- A rationale for the use of service-learning in the course and a clear explanation of the connection between academic content and the service component.
- Clearly stated learner outcomes for the course and the service project.
- Description of the service requirement, including information on logistics.
- Specific information about community partners including a description of the organization, brief project description, and contact/site supervisor name(s) and contact information.
- Clear information about requirements for reflection, critical analysis, and/or deliverable projects.
- Description of the evaluation and grading process.

Finally, the national office of Campus Compact provides a variety of sample syllabi for service-learning courses within a variety of disciplines. These valuable resources can be found at: <http://www.compact.org/syllabi/> .

Course Implementation:

1. Introduce the concept of service-learning and an overview of projects within the first week(s) of the course.
(See previous steps for further details)
2. Communicate with the agency and students throughout the semester.
This is necessary to identify concerns or problems that students or the agency may have and to maintain mutually beneficial partnerships. Work with the students or agency to quickly address any questions or concerns that may arise. The Service-Learning Coordinator can help maintain communication and assist in addressing questions or concerns, if necessary.
3. Conduct ongoing reflection.
See the following section “Reflection Basics” for further information on reflection.

Course Evaluation:

1. Assess student impact.
This can be facilitated through reflection processes, course assessments, and the use of feedback forms discussed in the Appendix.
2. Assess project/community impact.
The community partner’s satisfaction with the service-learning class is an important consideration, and should not be neglected during the evaluation process. The “Placement Feedback” form presented within the Appendix can facilitate collecting this information. The Service-Learning Coordinator can assist faculty in distributing and collecting this form as well as analyzing the data collected.
The student’s satisfaction with the placement is important to determining if the setting is appropriate and effective for the class. Students provide valuable information on the “Service-Learner Feedback” form, presented in the Appendix.

Reflection Basics:

“The term *structured* reflection is used to refer to a thoughtfully constructed process that challenges and guides students in (1) examining critical issues related to their service-learning project, (2) connecting the service experience to coursework, (3) enhancing the development of civic skills and values, and (4) assisting students in finding personal relevance in the work” (Campus Compact).

A well-designed reflection process is essential to service-learning for several reasons:

1. Service experiences provide few explicit guides to learning for students, unlike textbooks and lectures which typically highlight key points. Students need to be challenged, encouraged and supported in the reflection process to help connect experiences to key points discussed during lecture.
2. The tasks of collecting information, framing the problem, identifying alternatives and recommending and justifying solutions appropriate to specific contexts are challenging tasks which can be effectively tackled through individual and group reflection activities. Reflection activities such as project logs and journals provide opportunities for students to share project progress and concerns on an ongoing basis. Project effectiveness and student learning can both be enhanced by reviewing student reflection and providing guidance.

3. A carefully structured reflection process can facilitate the exchange of relevant information between students, faculty and the community in a timely manner.
4. Reflection provides students a safe space for grappling with the range of emotions that can arise from a service experience.

The goals of reflection include:

1. Help students make the connection between coursework and the service activity
2. Development or refinement of critical thinking skills
3. Reinforce and foster a range of competencies including; communication and teamwork skills, self-understanding, leadership and public problem solving.

Faculty should act as a facilitator of learning through the reflection process. They need to carefully and thoughtfully design the reflection, coach students during reflection and monitor reflection and provide feedback. Faculty should take care to make the reflection process one in which the student feels safe sharing feelings regarding the service experience.

Faculty must carefully structure reflection according to the specific service-learning context. Moreover, the nature of the course, project characteristics and student characteristics must all be considered in designing effective reflection. The following is a brief description of various types of possible reflection activities (Campus Compact).

- Case studies: Assign case-studies to help students think about what to expect from the service project and to plan for the service activity. Use published case-studies or instructor developed case-studies based on past service-learning projects.
- Journals: Ask students to record thoughts, feelings, activities and questions in a journal throughout the project. The most common form of journals are free form journals. The journal should be started early in the project and students should make frequent entries. Explain the benefits of journals to students such as enhancing observational skills, exploring feelings, assessing progress and enhancing communication skills. Faculty should provide feedback by responding to journals, class discussions of issues/questions raised in journals or further assignments based on journal entries.
- Structured Journals: Use structured journals to direct student attention to important issues/questions and to connect the service experience to classwork. A structured journal provides prompts to guide the reflective process. Some parts of the journal may focus on affective dimensions while others relate to problem-solving activities.
- Team Journal: Use a team journal to promote interaction between team members on project related issues and to introduce students to different perspectives on the project. Students can take turns recording shared and individual experiences, reactions and observations, and responses to each others entries.
- Critical Incidents Journal: Ask students to record a critical incident for each week of the service project. The critical incident refers to events in which a decision was made, a conflict occurred, a problem was resolved. The critical incident journal provides a systematic way for students to communicate problems and challenges involved in working with the community and with their teams and can thus help in dealing with the affective dimension of the service experience.
- Portfolios: Ask students to select and organize evidence related to accomplishments and specific learning outcomes in a portfolio. Portfolios can include drafts of documents, analysis of problems/issues, project activities/plans, annotated bibliography. Ask students to organize evidence by learning objectives.
- Paper: Ask students to write an integrative paper on the service project. Journals and other products can serve as the building blocks for developing the final paper.

- Discussions: Encourage formal/informal discussions with teammates, other volunteers and staff to introduce students to different perspectives and to challenge students to think critically about the project.
- Presentations: Ask student(s) to present their service experience and discuss it in terms of concepts/theories discussed in class.
- Interviews: Interview students on service experiences and the learning that occurred in these experiences

The six principles below can help faculty in enhancing both the quality of students' service as well as the quality of student learning through reflection (Campus Compact).

- Connected: Effective service-learning integrates service with course work. Reflection is the means through which faculty can help students develop meaningful connections between the service experience and course content.
- Continuous: Student learning is enhanced by providing multiple opportunities for reflection before, during and after the project. Project effectiveness is also enhanced by using reflection to prepare students for the service-learning experience and to guide students as they address community concerns.
- Challenging: Service-learning projects should challenge students to think in new ways, raise new questions, and explore new ways of problem-solving, including the kind of public problem-solving connected to democratic civic engagement. By encouraging students to explore issues more deeply and to think about issues and solutions they may not have considered, faculty can enhance students' problem-solving efforts as well as the resulting learning.
- Coaching: Faculty must challenge students while simultaneously providing support and creating a 'safe' environment--one where students are confident that their contributions and feelings will be respected. Furthermore, students need support in executing complex project tasks. Note that continuous reflection facilitates the faculty coaching role by providing project related information in a timely manner.
- Contextualized: Faculty can enhance the effectiveness of service-learning projects by ensuring that reflection activities are appropriate for the context and setting of the project. Faculty must consider factors such as student knowledge and attitudes, community needs, and course objectives and constraints in designing the reflection process.
- Communication: Structured reflection should provide opportunities for communication with peers, faculty and community organizations. Communication with community organization and faculty is essential to ensuring that the project is effective in meeting community needs. Communication with faculty, peers and community organizations can also enhance student learning by exposing students to multiple perspectives.

Frequently Asked Questions:

Adapted from *Service learning tip sheets: A faculty resource guide*, Hatcher, J.A., Ed. (1998) Indiana Campus Compact: Indianapolis, IN.

1. How is service-learning different from other practice-based experiences?

Clinicals, internships, fieldwork, and co-op experiences are typically designed to provide students with experiences in the community to develop professional skills. These experiences typically require the student to complete a series of courses prior to participation and are designed to help students integrate things learned from this series of courses into a professional setting and practical application. Service-learning, on the other hand, can be done at any point in the academic career. It is tied to a particular course and designed to involve students in community service experiences that are linked to specific learning outcomes for that course. Service-learning includes an integration of theory and practice, with an emphasis on civic responsibility. Also, service-learning experiences are unpaid service experiences, while some other community-based experiences tend to be paid experiences.

2. How do students benefit by taking a service-learning class?

Students in service-learning classes report larger gains in academic skills, life skills, and civic development than students who do not participate in service-learning. Students also report that the service-learning experience helps them to clarify career goals, develop closer relationships with faculty, and results in a more satisfying learning experience. Please refer to the “Benefits of Service-Learning” section of this handbook for further information on the multiple benefits of service-learning.

3. Is the service component a required part of the class?

It often depends on the wishes of the faculty member and the availability of meaningful service projects that fit the course goals. Faculty often choose to leave the service component optional due to students’ increasingly busy schedules. In cases such as this, students are typically required to write a research paper or complete some other substantial project in place of the service-learning component. Faculty who make the service component a requirement may need to make allowances if a service project would create a religious, political, and/or moral conflict for the student(s).

4. How much service should I require the students to complete in the semester?

Research has shown that students achieve the maximum benefit from the service-learning experience through serving 10-20 hours over the course of the semester. The number of service hours will ultimately dependent on the course goals and the needs of the community partner(s). Please keep in mind that shorter experiences can tend to trivialize the service, if not carefully framed by the instructor and community partner, and may even be disruptive to certain groups, such as young children.

5. Will planning a service-learning course take too much of my time?

Initial planning for a service-learning course can be time consuming and the Center for Academic Excellence and Student Engagement recommends that faculty begin planning a semester in advance. (Please review Section 2 of this handbook for further information about integrating service-learning into a course.) The burden of integrating service-learning into a course can be eased with the assistance of the Service-Learning Coordinator who can assist in coordinating meetings, arranging logistics, and ensuring that all paperwork is completed by all participants. The time required to carry out a service-learning course decreases with time as the community partnerships strengthen and both faculty and community partner become accustomed to their roles in the course.

6. Does service-learning take too much class time?

Faculty are still in charge of what class time is used for. The service is typically done outside of scheduled class times, as are a majority of the reflection. It is recommended that some class time is dedicated to group discussion or reflection sessions. This tends to help students more thoroughly process their experiences, get more out of the experience, and gain more satisfaction from the course. It is also recommended that some class time be used to explain the service-learning projects, introduce the community partners, and take care of other logistical issues. Minimally, an instructor can accomplish all of these things in just 2 or even 3 class periods. Often this can be offset by additional readings or outside work by the students.

7. How do I evaluate students' performance?

You can evaluate students' performance of the service activities through frequent communication with the community partner and the assistance of some of the service-learning forms presented in the Appendix of this Handbook. Assessment of students' learning is done much the same as in a traditional course where assessment is based on written papers or reflections, presentations, or other traditional demonstrations of learning. At the completing of the service-learning course it is important to also collect feedback from students and community partners on their assessment of the project, which can again be done through the use of the service-learning forms presented in the Appendix of this Handbook.

8. What happens if a student is injured during a service-learning project?

It is important that students are made aware before beginning a service learning project that UWSP and the community partner do not provide compensation for injuries that may occur from service. Therefore it is important that care be used when designing projects to minimize the risk to students and others. For further information please contact the Service-Learning Coordinator or Liability and Loss.

9. How can involvement in service-learning strengthen my professional research?

Many professional academic associations now include sessions on service learning and civic engagement at national and regional conferences. Associations such as Campus Compact, Wisconsin Campus Compact, National Society for Experiential Education, and the American Association of Higher Education hold annual conferences and provide opportunities to present papers on service learning and the scholarship of engagement. Additionally, special issues of professional journals now feature service learning as a topic of inquiry. Involvement in service learning can augment and redirect one's professional research interests, especially when a strong partnership is created with the community agency.

Appendix

Service-Learning Forms

The majority of the service-learning forms were adapted from forms used at Marquette University with great success. The following explains the purpose and recommended use of each form. Faculty are not required to use service-learning forms, although the Center for Academic Excellence and Student Engagement recommends using the feedback and evaluative forms at a minimum. [Note: Electronic copies of all forms can be provided by contacting the Service-Learning Coordinator.]

Agreements: There is a separate agreement for students, faculty, and community partners. The purpose of these documents is to facilitate the conversation regarding expectations between faculty and community partners so that projects meet the needs of both, to clearly define the minimum/basic expectations of all involved parties, and to get each party to fully “commit” to the project. These forms can provide useful reference for all parties throughout the course of the semester. It is recommended that the forms are unique for each class and that partners take the time to identify and agree upon responsibilities at the beginning of the project. The faculty member and/or the Service-Learning Coordinator should keep all signed copies on file during the semester.

Timesheet: This document is designed to help faculty track the number of hours a student spends on a project. Before using the form please verify with the community partner that they will be able to sign the document and verify the hours recorded by the student. It is important when using the timesheet that the instructor reminds students that the purpose of the service-learning project is not simply to log hours at the community partner site and that the timesheet is to be used simply as verification of the completion of a small portion of the overall service-learning component. Students are typically not graded upon the completion of the service, but rather the learning that occurred as a result of the service.

Mid-Semester Feedback: The purpose of this form is to provide basic performance feedback regarding each student to the professor. It is recommended that it is used about mid-semester to identify and address any service performance issues, although it can be used at any stage of the service-learning project. Again, the form can be modified to fit the needs of the individual course and project. The Service-Learning Coordinator or instructor should discuss the feasibility of using the form with the community partner prior to the start of the course and provide enough copies to the community partner so that they can complete one form per student placed at the site.

Community Partner Feedback: This form is presented to the community agency at the end of the project to receive feedback about the overall usefulness and effectiveness of the project. Information provided on this form will help the instructor and university remain responsive to the needs and desires of the community partner(s). Faculty can also use this form to determine if this is a project they would like to again engage in. If, for example, the agency reports that the project was only somewhat beneficial to them, the faculty may choose to engage students in a project that would make a larger impact in future semesters. Information collected on this form also assists the Center for Academic Excellence to maintain and report upon grant funds used to sustain the Service-Learning Coordinator position. The Service-Learning Coordinator or instructor should discuss the use of this form with the community partner prior to the start of the course.

Service-Learner Feedback: This form is to be completed by students at the conclusion of the semester/project to identify strengths and weaknesses of the service-learning program. The form also gives the students an opportunity to evaluate their placement/project which can help determine whether or not to continue or modify a partnership with the organization in question.

Service-Learning Coordinator Evaluation: This form should be used by faculty who have worked with the Service-Learning Coordinator to design or implement any portion of the service-learning course. This form collects information about the performance and usefulness of the Service-Learning Coordinator.

UWSP PROFESSOR SERVICE-LEARNING AGREEMENT

Last Name: _____ First Name: _____
E-Mail Address: _____@uwsp.edu Local/Cell Phone #: _____
Service Start Date: _____ Service End Date: _____
Agency Name: _____
Site Contact: _____
Course Number: _____
Brief Description of Service: _____

Learning Objectives:

1. _____
2. _____
3. _____

As a Professor using service-learning I agree to:

- Provide students with guidance to help them relate their service experience to their class work
- Provide students with a clear outline of the project and related assignments prior to the beginning of the service project.
- Check in with students to make sure their service experiences are going well.
- Communicate with the Center for Academic Excellence and Student Engagement through the Service-Learning Coordinator about any problems that arise during the semester.
- Share with the Center for Academic Excellence and Student Engagement evaluations and other forms regarding the service-learning component
- Provide students with a minimum of one opportunity to reflect on their service-learning experience to connect it to course learning objectives and social issues.

Professor Signature: _____ Date: _____

COMMUNITY PARTNER SERVICE-LEARNING AGREEMENT

Last Name: _____ First Name: _____
E-Mail Address: _____ Local/Cell Phone #: _____
Service Start Date: _____ Service End Date: _____
Agency Name: _____
Site Contact: _____
Course Number: _____ Professor: _____
Semester _____
Brief Description of Service: _____

As a community partner with the Service-Learning Program at UWSP I agree to:

- Provide a thorough orientation to our organization (as applicable), including an overview of the agency mission and outline of student responsibilities
- Place students in volunteer situations which will be complimentary to their class work, as agreed by myself, the professor, and the UWSP service-learning coordinator
- Have at least one staff member available to the service-learners to discuss any problems or issues that may arise
- Keep in contact with service-learners to let them know of things such as agency calendar and special events
- Provide feedback on the service-learners' performance to the service-learner, the professor and/or the service-learning coordinator.

Site Contact Signature: _____ Date: _____

UWSP STUDENT SERVICE-LEARNING AGREEMENT

Last Name: _____ First Name: _____
E-Mail Address: _____@uwsp.edu Local/Cell Phone #: _____
Service Start Date: _____ Service End Date: _____
Agency Name: _____
Site Contact: _____
Course Number: _____ Professor: _____
Brief Description of Service: _____

Learning Objectives: (See objectives set by professor on your syllabus or project information sheet.)

4. _____
5. _____
6. _____

As a Service-Learner I agree to:

- Attend an orientation at my service site
- Serve at the community site as agreed upon by myself and the community partner
- Call my site if I am unable to make my normal scheduled time
- Act in a professional manner when serving at my site
- Fill out and return paperwork within the designated time frame (to site, professor, and service-learning coordinator)
- Notify my site contact if I am having problems with my site, or notify my professor if problems cannot be resolved by talking to the site contact.
- Keep track of my hours throughout the semester

Student Signature: _____ Date: _____

UWSP Service-Learning Program Mid-Semester Service-Learner Evaluation (w/o activity)

This form should be completed for each UWSP service-learning student placed with your organization by the staff member with the most direct contact with the UWSP service-learning student.

Name of UWSP Student: _____ Professor: _____
 Agency: _____ Phone: _____
 Supervisor: _____ Title: _____
 Date: _____

Please circle 1-5 for each question. Use the space below each question to explain any concerns you may have with the student's performance. Thank you for taking the time to complete this evaluation.

	Strongly agree		Strongly disagree		
1. The student attended orientation and took care of any additional requirements (TB tests, background checks, etc) in a timely manner.	5	4	3	2	1
2. The student has set up a regular schedule with your organization.	5	4	3	2	1
3. The student's attendance is satisfactory (has been punctual, called if problems arose with schedule, etc.).	5	4	3	2	1
4. The student has asked questions, as appropriate.	5	4	3	2	1
5. The student has shown initiative and interest in their work with your organization.	5	4	3	2	1
6. The student has interacted appropriately with clients and staff.	5	4	3	2	1
7. The student has been helpful to your organization.	5	4	3	2	1

Suggestions for Improvement:

Additional Comments or Concerns: (Please explain any 1's or 2's above)

Please return this form to: UWSP Service-Learning Coordinator
 900 Reserve St
 LRC 428
 Stevens Point, WI 54481

± This form adapted from Marquette University "Mid-Semester Feedback Form".

UWSP Service-Learning Program Mid-Semester Service-Learner Evaluation (w/activity)

This form should be completed for each UWSP service-learning student placed with your organization by the staff member with the most direct contact with the UWSP service-learning student.

Name of UWSP Student: _____ Professor: _____
 Agency: _____ Phone: _____
 Supervisor: _____ Title: _____
 Date: _____

Please circle 1-5 for each question. Use the space below each question to explain any concerns you may have with the student's performance. Thank you for taking the time to complete this evaluation.

	Strongly agree		Strongly disagree		
1. The student attended orientation and took care of any additional requirements (TB tests, background checks, etc) in a timely manner.	5	4	3	2	1
2. The student has set up a regular schedule with your organization.	5	4	3	2	1
3. The student's attendance is satisfactory (has been punctual, called if problems arose with schedule, etc.).	5	4	3	2	1
4. The student has asked questions, as appropriate.	5	4	3	2	1
5. The student has shown initiative and interest in their work with your organization.	5	4	3	2	1
6. The student has interacted appropriately with clients and staff.	5	4	3	2	1
7. The student has been helpful to your organization.	5	4	3	2	1
8. The student has discussed with you leading an activity in your class.	5	4	3	2	1
9. The student has begun to plan an activity which they will lead.	5	4	3	2	1

Suggestions for Improvement:

Additional Comments or Concerns: (Please explain any 1's or 2's above)

Please return this form to: UWSP Service-Learning Coordinator
 900 Reserve St
 LRC 428
 Stevens Point, WI 54481

± This form adapted from Marquette University "Mid-Semester Feedback Form".

UWSP Service-Learning Community Partner Feedback Form

Agency: _____

Site Contact: _____ Number of Students: _____

Estimated Average number of service-learning hours completed per student: _____

Type of organization:

school non-profit organization small business government agency

Please indicate the populations your organization serves and works with:

low-income families young children adolescents
 adults senior citizens ex-offenders animals
 other _____

How many clients do you serve in a year? _____

Number of clients student learners interacted with: _____

Percent of clients that are low-income: _____

Do receive funding from Portage County United Way? Yes No

1. Before beginning the project did you have a good understanding of:

- | | | |
|--|-----|----|
| a. The purpose of the service-learning project for UWSP students? | YES | NO |
| b. Your responsibilities as a community partner? | YES | NO |
| c. The responsibilities of the professor / service-learning coordinator? | YES | NO |
| d. The time commitment and responsibilities of the students? | YES | NO |

2. What tasks/project(s) did the students participate in this semester?

3. How did the students assist your agency in meeting a need?

4. How was having UWSP service-learners a benefit to your agency?

5. Did the service-learning students help your agency increase the number of people you serve?

Yes No

Please explain, providing data as applicable:

6. Did the service-learning students help your agency increase the number of services you are able to provide?
 Yes No
 Please explain, providing data as applicable:
7. Did the service-learning students help your agency provide higher quality services? (This would include an increase in one-on-one services provided)
 Yes No
 Please explain, providing data as applicable:
8. Does the service-learning program and student participation provide an increase in resources (volunteers, monetary support, in-kind donations, etc.) available to your agency?
 Yes No
 Please describe:
9. What, if any, problems did you encounter with student performance (e.g. attendance, interaction with staff/clients, etc.)?
10. Is there anything UWSP (service-learning coordinator or professor) could have done at anytime during the semester to make the entire service-learning process run more smoothly?
11. Are there any changes that you believe should be made to the service-learning program?
12. Would you like UWSP service-learners placed at your agency next semester? YES NO
 If NO, please explain:
13. Do you anticipate any new projects or agency needs within the next year for which service-learners may be a good fit? (Please describe)
14. Any additional comments, questions, or concerns?

UWSP Service-Learner Feedback Form

Professor: _____ Course: _____

Semester: FALL SPRING 20____ Year: FR SO JR SR GRAD Gender: M F

Expected Course grade: A B C D F

Thank you for taking the time to give us feedback about your service-learning experience.

Learning Evaluation:

1. As a learning method, how did service-learning compare with more traditional methods (lectures, library research, exams, etc.)?

MUCH BETTER BETTER ABOUT THE SAME WORSE MUCH WORSE

Please explain:

2. What was the most important thing you learned from your service experience?

3. In general, what would have improved your service-learning experience?

Placement Evaluation:

1. Was this placement a good fit for your class? YES NO
Please explain:

2. Did your site provide an orientation which you attended? YES NO

3. How helpful was the orientation to completing the service?

(extremely) 5 4 3 2 1 (not at all)

4. How helpful was the orientation to connecting the service to the course?

(*extremely*) 5 4 3 2 1 (*not at all*)

5. Was the site contact helpful and available if needed?

(*extremely*) 5 4 3 2 1 (*not at all*)

6. Do you think we should continue to use this site? YES NO
Please explain:

7. Did you sit down with your site supervisor and go over the mid-semester evaluation?
YES NO

If YES, was this evaluation helpful? YES NO
Please explain:

Engagement Evaluation:

8. Were you performing community service or volunteering prior to taking this class?
 Yes No

If yes, please estimate the number of hours per month:

1-5 6-12 13-20 21+

9. Do you plan to perform community service or volunteer after this class?
 Yes No

If yes, is this because of your service-learning experience in this course?

Yes No

10. Would you like to see more service-learning opportunities in other courses?
 Yes No

Please provide any additional thoughts/comments regarding the service-learning experience:

UWSP Service-Learning Coordinator Evaluation

*Please complete the following evaluation based on your interaction with the AmeriCorp*VISTA Service-Learning Coordinator. This evaluation will help the Center for Academic Excellence and Student Engagement better serve faculty wishing to incorporate service-learning projects into their courses. Thank you for your assistance.*

1. The Service-Learning Coordinator was able to meet with you at a time and location that was convenient for you.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
2. The Service-Learning Coordinator was knowledgeable about service-learning.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
3. The Service-Learning Coordinator was able to provide valuable project suggestions.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
4. The Service-Learning Coordinator assisted in making community connections that you may not have been able to make otherwise.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
5. The Service-Learning Coordinator kept in close communication with you through the development of the service-learning projects.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
6. The service-learning projects developed were relevant to the course material.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
7. The Service-Learning Coordinator kept in communication with you through the semester regarding project progress.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
8. Without the assistance of the Service-Learning Coordinator developing the service-learning component would have been more difficult.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
9. Without the assistance of the Service-Learning Coordinator you may not have developed a service-learning component for your course.
 Strongly Agree Agree Neutral Disagree Strongly Disagree

Please provide any other feedback that you would feel would be useful to the VISTA in improving assistance offered to faculty in the future.

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