Academic Service Learning

Cultivating Connections Between
Campus, Community, and Curriculum
Minnesota State University Moorhead

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FACULTY RESOURCE HANDBOOK

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MINNESOTA STATE UNIVERSITY
moorhead

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Dear Friends:

The Service Learning Center at Minnesota State University Moorhead has established itself as an outstanding partner in the community.

Over the past several years, the Center has coordinated hundreds of service learning projects that provide our students the opportunity to learn beyond the classroom. Through service learning, students apply theories and concepts learned in our classrooms to community-based projects.

This handbook outlines how MSUM faculty and community members can work together to develop service learning opportunities. I invite you to peruse this material and consider ways to engage in cooperative learning projects that will enrich the educational experiences of our students as well as our greater community.

Sincerely,

Roland E. Barden
President

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Section One:

Academic Service Learning on the

MSUM Campus

Academic Service Learning As Experiential Education

Experiential learning generally refers to a broad spectrum of educational opportunities that provide students with "concrete experiences" related to coursework including academic service learning, internships involving work in business or industry, and undergraduate participation in faculty research (McKeachie, 1998). Experiential learning has both cognitive and motivational goals. Certainly, educators hope that abstract theories and concepts become meaningful when students see their usefulness in describing and understanding phenomena outside the halls of academia. Educators also hope that experiences in the field will stir up questions in students' minds that ultimately lead to active learning. In other words, the power of experiential learning rests in part with its ability to not only motivate students to learn course materials but also increase their intrinsic interest in further learning and inquiry. Experiential education is the philosophical antecedent and academic parent of Academic Service Learning.
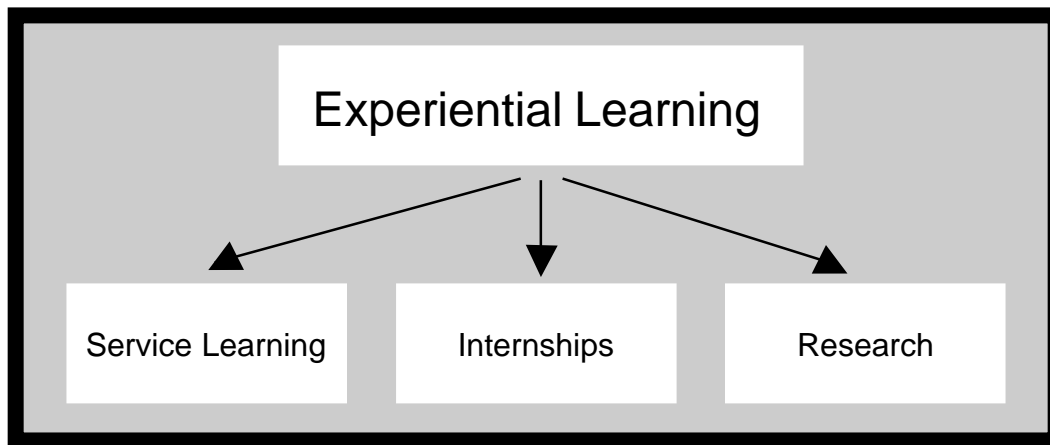

Figure 1: Relationship of ASL to Experiential Learning

Academic Service Learning (ASL) is pedagogical strategy allowing students to systematically apply course material in community based projects. Through ASL projects students integrate theory with practice, reflect on their roles as citizens in a democracy, and provide meaningful service to others. ASL has a technical definition articulated in the National and Community Service Act of 1990. According to the Code of Federal Regulations, ASL as an instructional method:

(i)   [allows students to] learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community.

(ii)   Is integrated into the students' academic curriculum or provides structured time for a student to think, talk, or write about what the student did and saw during the actual service activity;

(iii)   Provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and

(iv)   Enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others. (Code of Federal Regulations, vol 45 ch XXV 2500.3.29)

Effective ASL initiatives involve students in course-related activities which address real human, safety, educational, and environmental needs of the community. The "academic" component of service learning requires the connection between course curriculum and community service. Unlike traditional volunteering, ASL offers participants the opportunity to bridge classroom objectives with community outreach. An integral component of ASL is reflection. Service experiences take on new meaning when students not only summarize their experience but also reflect upon how the work itself connects to course material and objectives. The reflection component of ASL ensures that the experience is educational.

The pedagogy of ASL represents a substantial shift from the traditional lecture-driven, faculty-centered style of teaching. Yet, ASL has gained widespread popularity in higher education as there is no disciplinary area where ASL cannot be employed to strengthen students' abilities to make connections between knowledge acquisition and its application within the context of professional practice and public service. The following are examples of ASL projects from across disciplines on the MSUM campus:

Accounting: students regularly participate in the Volunteer Income Tax Assistance Program (VITA) through which they help community members complete income tax forms. Participation in VITA allows students to apply concepts and theories from various accounting courses while providing an important service to community members who otherwise could not afford such assistance.

Music: music education majors are encouraged to participate in an ASL project through which they research and implement a lesson plan on folk songs for elementary school students. Experiencing various performance arenas is an essential component in perfecting the craft of singing. Executing a lesson plan in a practical environment is also extremely helpful for future music educators.

Communication: students in the communication and technology course are encouraged to participate in the creation of a website for a non-profit organization. Students in organizational communication have the opportunity to participate in an ASL project through which they assess levels of communication effectiveness and job satisfaction among employees or volunteers of a community organization. Both projects relate to course objectives.

Each of the aforementioned projects illustrate the reciprocal process of learning that occurs through ASL projects. Course materials (readings, text, course discussions and lectures) inform student service; and, the service experience is brought back to the classroom to inform academic dialogue and the quest for knowledge. Underscoring this reciprocal process is the logical continuity between experience and knowledge.

Academic Service Learning Model Adopted by MSUM

(Adapted from the National Youth Leadership Council)

MSUM has adopted the following three step model to guide ASL activities. Each step is described in detail in Section Two of this manual.

Step One

Planning and Preparation
Answering the "why" and "how" of ASL

A.   Evaluate teaching style
B.   Establish course objectives
C.   Target appropriate community partner and establish connection
D.   Create ASL project parameters and goals
E.   Conduct orientation training

Step Two

Meaningful Service
Monitoring Student Work

A.   Monitor student work
B.   Encourage student reflection through ASL process
C.   Trouble-shoot any problems
D.   Special consideration in supervision of volunteers

Step Three

Structured Reflection and Assessment
Evaluating the outcomes and benefits of ASL

A.   Evaluate ASL outcomes including:
          Cognitive Learning
          Affective Learning
          Behavioral Learning
B.   Complete ASL Center Forms

Rationale for Academic Service Learning as a Pedagogical Choice

The primary justification for any organizational activity is its effective contribution to the fulfillment of that institution's mission. The historic mission of higher education in general and at MSUM specifically has been to provide an educational environment supportive of intellectual and social development of men and women so they may have the capacity to live usefully and productively, act responsibly and be learners all their lives. The Minnesota Transfer Curriculum, mutually created by institutions of higher education across Minnesota, emphasizes among other skills, "ethical and civic responsibility" of students. Additionally, MSUM aims to enhance the quality of life of the Red River valley region through services offered by its students, faculty, and staff. ASL projects, when thoughtfully prepared and implemented, are consistent with this philosophical orientation. It is at the intersection of curriculum, campus, and community where ASL projects have the potential for benefiting students, faculty, and communities.

ASL Benefits for Students

Cognitive Development:

- Improves student engagement with the subject matter
- Encourages active rather than passive learning
- Improves the learning process and products
- Links theory with practice
- Illustrates transferability of knowledge outside of classroom
- Promotes retention of learning and understanding
- Forces/promotes/facilitates critical analysis
- Provides mechanisms for students to reflect on learning process itself
- Increases awareness of macro-societal issues and problems

Career Development:

- Provides guidance for career choice
- Provides experience for career choice
- Provides greater confidence in career choice
- Clarifies professional opportunities and challenges

- Develops specific job skills

- Exposes students to committed professionals, volunteers, and organizations

Personal Growth:

- Enhances self-esteem and sense of personal efficacy by allowing students to "make a difference" through the specific set of knowledge and skills developed in coursework

- Increases sense of civic responsibility

- Improves interpersonal skills

- Increases tolerance/support for diversity

- Challenges students by taking them out of their "comfort zones"

- Creates personally responsible citizens, participatory citizens, and reforming citizens

Benefits for Faculty

- Enriches and enlivens teaching

- Changes faculty role from "expert on top" to "expert on tap"

- Creates awareness of societal issues as they relate to academic areas of interest

- Provides authentic assessment opportunities

- Enables teaching to become more process oriented

- Engages diverse learning styles

- Identifies new areas for research and publication

Benefits for Community

- Enables community development and renewal

- Provides substantial human resources to meet varied needs of community organizations

- Broadens future volunteer pool

- Creates spirit of civic responsibility among future community leaders

- Infuses creativity and enthusiasm from college students

- Creates links between campus and community organizations

When discussing the rationale for ASL as pedagogy, it is important to recognize that citizenship orientations can be fostered on many levels. Thoughtful planning and implementation of ASL projects have the potential to create not only personally responsible and participatory citizens but also "reforming citizens."

What Kinds of Citizens do we want to Foster Through ASL Projects?

Type of Citizen	Sample Action	Description	Type of Civic Education	View of Citizenship
Personally Responsible Citizen	Contributes food to a drive	Works and pays taxes, obeys laws, votes, recycles, gives blood, lends a hand in times of crisis.	Character education	Citizenship involves being a good, reasonable, law abiding member of the community.
Participatory Citizen	Helps to organize a food drive	Actively seeks to be involved in community, organizes community efforts to care for those in need, promotes economic development, helps clean the environment.	Knows how government works, knows strategies for accomplishing collective tasks, good organizer and motivator.	Citizenship involves active participation and leadership within the system and community to help improve the quality of life for all.
Reforming Citizen	Explores why people are hungry	Critically assesses socio/political structures, looks to identify and address underlying causes of social problems, seeks out and addresses areas of injustice.	Knows about social movements, knows how to affect systemic change.	Citizenship involves a responsibility to question and change the system when it reproduces a pattern of injustice over time.

(Presented by James Toole, Compass Institute. Minor adaptations from Joel Westheimer and Joseph Kahne, April, 2000)

Common Faculty Concerns About ASL

(adapted from Miami-Dade Community College "Partners in Action and Learning")

1. **Academic Rigor**: Is this another feel good excuse to water down standards?

    This is an important and legitimate concern for all educators concerned with quality higher education, and it continues to be the focus of research about ASL. Unless substantive cognitive development occurs, ASL has no place at MSUM. Academic credit is not awarded for service; rather, credit is awarded for learning that is associated with service projects. If applied properly, ASL as pedagogy is actually more rigorous than traditional teaching strategies (e.g., "chalk and talk" lecture-driven methods). Students are not only required to master the standard text and lecture material, but they must also apply those concepts/ theories in an appropriate context. It is important to emphasize that incorporating ASL in our curriculum does not change <u>what</u> we teach but <u>how</u> we teach.

2. **Competence**: *Will I be able to integrate ASL in my courses successfully?*

    Trying any new teaching method is a risk, fraught with uncertainty, and challenges our competencies. Most educators report a steep learning curve with confidence developing fairly rapidly once the strategy is allowed to work. Relinquishing control of the classroom is difficult for many educators to do, but once we move from standpoint of "sage on the stage" to "guide on the side," we often realize that students are capable and willing to play an active role in the learning process (if given the right structure). Section Two of this manual is designed to provide assistance on integrating ASL into your courses. Additionally, the mission of the ASL center is to provide you – faculty – with the necessary guidance for successful ASL experiences.

3. **Students' Competence**: *Are my students capable and ready to make meaningful contributions?*

    Many faculty are concerned that their students lack adequate preparation or skill to help others in a meaningful way. Extant literature suggests that this is not a problem; in fact, several authors cite impressive contributions across a variety of disciplines and student skill levels (e.g., Jacoby, 1999). Obviously, educators must use good judgement in choosing appropriate placements and establishing realistic levels of responsibility. The service sites must also play an active role in training students to help in the context of their site. But when it comes to meeting the unsuspected challenges that we often worry about, students generally are able to rise to the occasion. This is the very beauty of ASL as pedagogy – it motivates students to learn and gain higher levels of competence. Students recognize that more knowledge and harder work are tied to higher effectiveness in the "real world."

4. **Time constraints**: *How can I fit something new into an already cramped curriculum*?

Ideally, ASL is not an addition to current course requirements. Hopefully, ASL does not change or add to what we teach; rather, it only changes how we teach. Some of the traditional classroom content accumulation activity is replaced with more dynamic information processing activity. Some "seat time" is replaced with action and meaningful involvement of students in experiential activities. It is important, however, that faculty reserve enough class time for meaningful reflection. Reflection on connections between projects and course content is, in part, where learning occurs.

History of ASL at MSUM

Academic Service Learning at Minnesota State University Moorhead began as a co-curricular initiative in 1992 supported by a grant from the National Corporation for Community Service. Student staff were hired to assist in program development and in establishing community partnerships. In 1994, the program was identified as fitting the goals of "Citizenship in a Democracy," one of the seven quality indicators identified by the Blue Ribbon Commission on Access and Quality of the Minnesota State University Board. As a result, another grant was received to further ASL efforts.

In September of 1995, the ASL Center was established to provide technical assistance and resources to faculty, students, and the community. A student coordinator was hired, and within two years ASL was incorporated into the curriculum of Health Education, Art, Humanities, Social Work, Education and Speech/Pathology.

During the period of 1997-1999, ASL continued to grow on campus and received some financial support from the Faculty Development Committee through the campus strategic goal initiative entitled "Community: Building a Comprehensive Community." Stipends were offered to faculty that incorporated ASL into their curriculum. ASL was expanded into additional upper division Social Work classes and into the graduate program of Counseling and Student Affairs.

In December 1998, a grant was received from the Otto Bremer Foundation to support increasing the number of faculty who would include ASL as part of their course requirements. Progress was made during the spring and summer of 1999 toward grant objectives. Along with the faculty development chair, the ASL staff developed a brochure and video to assist in faculty recruitment and to further promote ASL. The ASL library was expanded to include the 18 set monographs of the American Association of Higher Educational series on service learning in the disciplines. Also, a faculty survey was conducted that concluded that an ASL conference would be beneficial. ASL staff organized a conference, "Service Learning Connections" in April of 1999. All

of these efforts have resulted in meeting the priority of increasing the number of faculty using ASL including traditionally under-represented disciplines like Speech Communication, Counseling and Multicultural Studies.

In the fall of 2000, the ASL Center received a $10,000 grant from the MnSCU Center for Teaching and Learning and the Bush Foundation, as well as an $11,150 grant from MSUM Strategic Planning Committee to support ASL across the campus. The grants provided financial support to continue the daily activities of the ASL Center, create a faculty handbook on ASL, create an online presence for the ASL Center, create a new assessment plan for ASL activities, hire a faculty liaison to the ASL, offer a series of seminars on ASL, provide $200 stipends for individual faculty using ASL in their courses, and for the creation of an ASL advisory board. These efforts have added service learning projects to new departments including Sociology and Nursing.

To date, over 1,363 students have completed an astounding 29,557 service learning hours with the assistance of the ASL Center. The ever-expanding nature of ASL at MSUM illustrates that a visible and viable ASL Center is critical to the institutionalization of ASL on any campus.

The MSUM Academic Service Learning Center

Since 1995, the Academic Service Learning Center has been an important force sustaining the ASL movement on the MSUM campus. The ASL Center is located at CMU 230 and also maintains an online presence at http://www.mnstate.edu/asl.   The center is typically staffed by two student coordinators and overseen by the Associate Director of Student Support Services and the Faculty Liaison to the center. The ASL Center staff are responsible for the following tasks:

<u>Mission of the ASL Center</u>*:*
Work collaboratively with faculty, students, and community organizations to initiate and provide quality academic service learning opportunities that enrich the education and development of MSUM students while fulfilling real needs within the local community.

- Preparing and updating an agency list of community organizations and their needs
- Overseeing the assessment of ASL across the MSUM campus
- Overseeing the assessment of learning outcomes associated with ASL course projects (including mid-term and final evaluations)

- Facilitating orientation sessions on ASL (in-class or with individuals)

- Collecting student time sheets and analyzing data (when appropriate)

- Facilitating placement of students at service sites

- Addressing faculty questions, comments, or concerns

- Encouraging and promoting new faculty involvement with ASL

- Advertising ASL both on and off campus

- Maintaining a website for use by students, faculty, and agencies

- Collaborating with Concordia College and North Dakota State University in order to be well informed of current issues regarding service learning

- Identifying funding resource availability/grant support

- Hosting conferences, brown bag luncheons, and other discussions related to the institutionalization of ASL at MSUM

The staff of the ASL Center are available to serve faculty and students in whatever capacity is deemed appropriate by faculty. The staff can be involved as much or as little as necessary to help faculty and students have a successful ASL experience.

The MSUM Academic Service Learning Advisory Board

During the Fall, 2000, an advisory board was established at MSUM consisting of faculty from across disciplines including accounting, health education, social work, speech communication, music, and theatre. Staff of the ASL Center and the Associate Director of Student Support Services at MSUM also serve on the board. The board functions to:

- Meet on a monthly basis for dialogue about current issues related to ASL

- Provide grassroots support for ASL on the MSUM campus

- Provide advice and guidance to the ASL Center

- Serve as liaisons between the ASL Center and faculty, students, and community organizations

- Address current issues related to ASL (e.g., liability, assessment of learning outcomes)

The Tri-College Community Service Learning Council
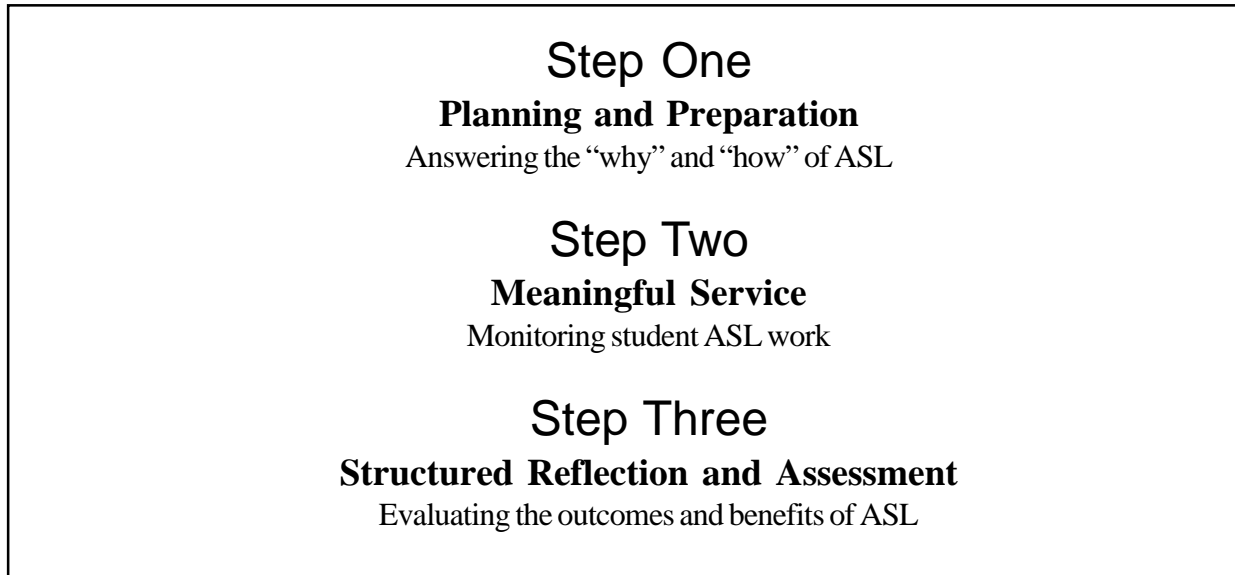
The tri-college community service learning council collaborates to promote service learning on our campuses and in the community by exploring and responding to common issues. Each campus is represented by student coordinators and faculty or staff advisors. The council meets on a monthly basis.

Section Two:

Integrating Academic Service

Learning into a Course

Academic Service Learning Model

(Adapted from the National Youth Leadership Council)

Integrating academic service learning into a course involves three general steps: Planning and preparing, meaningful service, and structured reflection/assessment. This section of the manual provides details about each step in the process.

Step One
Planning and Preparation
Answering the "why" and "how" of ASL

Step Two
Meaningful Service
Monitoring student ASL work

Step Three
Structured Reflection and Assessment
Evaluating the outcomes and benefits of ASL

Step One: Planning and Preparation

A. *Evaluate your teaching style*.

Integrating academic service learning in a course relies on a different approach to teaching than traditional classroom instruction. Experiential education in general and ASL specifically is student-centered – the voices of students must be heard in the classroom. Making a commitment to an ASL project means having less control of the material learned each day in class as students will bring experiences to share and relate to course content. Students become an important resource in the classroom.

Planning and Preparation
A. Evaluate teaching style

B. Establish course objectives

C. Target appropriate community partners and establish connections

D. Create ASL project parameters and goals

E.   Conduct Orientation and Training

Educators are no longer the sole experts imparting knowledge; rather, we become facilitators who are responsible for creating an environment in which students can reflect on connections between course content and ASL projects.

In his casebook for service learning, Howard (1993) identifies ten principles of good practice for ASL. These principles can serve as a checklist for faculty considering the integration of ASL in their courses. Take a moment to reflect on these principles and assess whether or not your teaching style is consistent with or adaptable to these principles.

Principles of Good Practice for Academic Service Learning

1. Academic credit is for learning associated with service -- not for the service itself.
2. Do not compromise academic rigor.
3. Set learning objectives for students.
4. Establish criteria for the selection of community placements.
5. Provide educationally sound mechanisms to harvest learning associated with ASL.
6. Provide support for students to learn how to harvest the learning.
7. Minimize the distinction between the students' community learning role and the classroom learning role.
8. Re-think the faculty instructional role.
9. Be prepared for uncertainty and variation in the student learning outcomes.
10. Maximize the community responsibility orientation of the course.

In addition to these principles, ask yourself the following questions:

- Can I share control of the learning/teaching experience with students?

- Can I handle uncertainty and not always having the answers?

- Can I adapt to the situations and experiences that students will have as part of ASL?

- Can I foster discussion for students to share their experiences?

B. *Establish course objectives*.

Once you have decided to pursue an ASL project in a specific course, the best place to begin is with your course content. As with any pedagogical choice, you must first identify objectives for the course. What set of (1) knowledge, (2) skills, and (3) abilities do you expect from your students as a result of the course? Remember, choosing to integrate ASL into your course does not change the course content and objectives; rather, ASL changes how we teach that content in order to reach course objectives. Numerous books and articles are available that focus on establishing course goals and objectives:

References on Course Objectives

Gage, N., & Berliner, D. (1998). Educational psychology (6th ed). Boston, MA: Houghton Mifflin Company.

Kibler, R., Cegala, D., Barker, L., & Miles, D. (1974). Objectives for instruction and evaluation. Boston, MA: Allyn and Bacon, Inc.

In general, objectives are statements about what will happen as a result of an activity. Objectives should be measurable and specific. The following are example objectives for a 400 level class entitled "Organizational Communication." As a result of completing this course, students should be able to:

1) understand the various roles of communication in organizations

2) evaluate different organizational theories and compare their underlying assumptions about organizing and communication

3) develop survey instruments to diagnose communication related problems in organizations

4) think critically about the political, social, and cultural aspects of organizational life

5) consider how current issues such as technology, diversity, and new organizing strategies impact communication in the workplace

6) illustrate the practical value of theories of organizing

C. *__Target appropriate community partners and establish connections__*.

The next step in preparing for an ASL project is to identify community needs related to your course objectives and identify specific service sites. This is a major step in the process that can be accomplished by the faculty person, students, or staff of the ASL Center. Who establishes contact with the community agency depends on the type of ASL project. For instance, in the aforementioned "Organizational Communication" course, the faculty member created a class-wide ASL project requiring students to develop an organizational survey instrument that assessed levels of employee satisfaction with training and development and communication effectiveness of a local organization. Students subsequently used the instrument to collect and analyze data and provide feedback to the organization. The faculty member initiated contact with the community site the semester prior to the actual class. In other cases, each student in a specific class will work with a different community agency. Often times in social work courses, students will be required to complete a certain number of volunteer hours for a service-based organization of their choice. Students and faculty will often work with the staff of the ASL Center to identify appropriate sites relative to the students' interests and needs. Even if students choose the sites, it is still the responsibility of faculty to identify available options prior to the start of the semester and provide guidance to students throughout the decision-making process.

At the end of this section is a list of criteria for selecting a community partner compatable with the objectives of your course. The ASL Center staff are prepared and willing to assist faculty and students in establishing contact with community organizations. Appendix A provides a list of community organizations that MSUM faculty/students have worked with in the past.

Criteria for Choosing an
Academic Service Learning Site

(Adapted from Augsburg College, Littlefield, 1996)

- The site must be doing work that is clearly connected to the course in ways that will be obvious to students.

- Activities at the site must give students opportunities to reflect on how course concepts relate to the activities.

- Whenever possible, students should have direct contact with client populations or constituency groups with which the organization regularly interacts.

- Ideally, students should be able to work in pairs or teams and not be isolated from other students, staff, or client populations.

- The work students do should have clear connection to the main purposes of the organization.

- The site supervisor should be present when students are there <u>to directly</u> oversee their work.

- The site supervisor will have done advanced planning so that students have assigned activities through their time at the site.

- Students should be provided background information about the site's mission, clientele, products, social context, etc.

- The site is in the community near the campus and/or is accessible by public transportation.

D. *<u>Create ASL project parameters and goals</u>*.

At this point, you need to clearly articulate the overall purpose as well as specific objectives of the ASL project. Identify specifically what tasks you want students to accomplish through their ASL project as well as what (1) knowledge, (2) skills, and (3) abilities you want to be developed. These

Description of ASL Project in Course Syllabus

Organizational Communication (SPCH 490)

This course offers you the opportunity, through academic service learning, to learn about organizational communication by engaging in a professional communication consulting project. Academic Service Learning is an educational method involving students in tasks that meet genuine community needs and requires the application of knowledge, skills, and systematic reflection on those experiences. For the purposes of this class, we will engage in a research based communication assessment project for a community organization (i.e., the Rape and Abuse Crisis Center) in which we will identify needs, design qualitative and/ or quantitative methods of assessment, collect and analyze data, and provide a written and/ or oral summary of results to the organization.

goals should be clearly articulated in the course syllabus as well as appropriate assignment sheets. Included in the next text box is an example description of an ASL project incorporated into an "Organizational Communication" course.

It is now time to make important decisions concerning how you will adapt your course requirements to accommodate the integration of an ASL project. The following questions should be addressed in your syllabus and/or assignment sheets:

Will the ASL component be required or optional?

You may choose to require that all students participate in an ASL project or use ASL as one of several options. A primary advantage of requiring participation in an ASL project is that it provides a common ground for class discussions. If students have a choice regarding participation in either an ASL project or

other activity, then it is important to build class discussions around these various options.

There are several advantages to integrating ASL as an option rather than a strict requirement. First, some students may be unable to find transportation to service sites. Second, some students may feel uncomfortable with the project or the service site. For instance, in a "Communication, Technology, and Culture" class at MSUM, the instructor designed an ASL project requiring students to create a website for the local YWCA. One student expressed that she was uncomfortable participating in the project because she felt the YWCA disempowered women. The teacher allowed her to pick her own organization and design an online presence for that organization. Third, if participation in the ASL project is optional, students who do choose the service option are likely to be very committed to the project. Remember, just as ASL is inconsistent with some educators' style of teaching, ASL is inconsistent with how some students learn best.

What specific tasks/how many hours of work will be associated with the ASL project?

As with any other class project, you should have assignment sheets that describe in detail the tasks associated with the ASL project. In some cases, you will want to specify the number of volunteer hours required to complete the ASL project as well as mechanisms for reporting those hours. Appendix C provides a generic "time sheet" used by the staff of the ASL Center Staff. The staff is willing to collect time sheets, record hours of service, and analyze the data per the request of faculty. Additionally, feel free to adapt this time sheet to meet your needs. ASL projects typically require 12 to 20 hours of service work (for a 3 credit hour course). Several shorter visits, rather than one long visit, typically provide a greater variety of experiences at the community site.   It is important to note that number of hours required depends on the nature of the ASL project.

How will you evaluate the ASL component of the course?

As indicated earlier, academic credit is awarded for learning associated with service rather than for the service work itself. A general rule of thumb is to evaluate the learning outcomes associated with the service experience. Thus, you would generally not give credit for number of hours served; rather, you would construct an assignment that allows students to demonstrate what they learned from the service experience.

Ideas for reflective exercises are provided in "Step Three: Structured Reflection/Assessment." It is important to clearly indicate in your syllabus the portion of a student's grade that will be based on the ASL project and how that grade will be determined. Typically, between 20 to 30 percent of a student's grade is based on the ASL project.

E.   ***Conduct Student Orientation and Training***.

   Now that your project is designed, objectives articulated, and evaluation procedures in place, it is time to introduce students to the concept of ASL. Adequate orientation and training implies that all participants are prepared for the tasks they will perform. Orientation sessions typically occur during the first week in class and involve an overview of ASL in general as well as the specific course project. Staff of the ASL Center at MSUM are willing to facilitate part or all of this orientation session. The following issues are typically addressed during orientation sessions:

Orientation Session on ASL

- Overview of ASL as pedagogy

- Overview of specific project

- Responsibilities: task assignments and expectations

- Overview of service site(s)

- Social, political, and economic issues related to the service site

- Protocol/professionalism: policies and procedures including appropriate dress, manners, punctuality, etc.

- Record-keeping, supervision, and accountability

- Evaluation of learning outcomes

   It is vital to the continued success of ASL across the MSUM campus that each faculty member and student establishes and maintains good working relationships with community-based organi-

zations. Higher education is an important resource in any community as it provides students with educational experience and professional training. Remember – while our students may come and go, the institutional relationship endures. Proper training and orientation is the best prevention of problems associated with ASL.

As part of the orientation session, issues of confidentiality and professional ethics should be discussed. For instance, in the "Organizational Communication" course, part of the orientation involved a representative from the Rape and Abuse Crisis Center talking to students about the importance of protecting the anonymity of survey respondents. Students were asked to sign confidentiality agreements preventing them from disclosing information they learned about RACC clients, employees, or volunteers through their work on the ASL project. Often, students need to be taught how to perform required activities as some students may have little or no work experience and may be unaware of workplace norms such as appropriate attire, punctuality, and professionalism. Orientation sessions should also overview the responsibilities of all involved parties including faculty, students, and community organizations. Typically, these rights and responsibilities include those listed in the boxes included on these pages.

Faculty Responsibilities

- Trouble-shoot any problems that occur throughout the ASL learning process

- Articulate tasks and expectations

- Monitor student experiences

- Assess learning outcomes

- Facilitate reflection about learning associated with service work

- Allow for adequate class time to discuss ASL projects

ASL projects have the potential to yield productive partnerships between MSUM and community organizations; however, the success of such projects depends on each party fulfilling their professional responsibilities including the community agency.

Student Responsibilities

- Fulfill commitments and responsibilities to community partner

- Respect the policies and programs of the community agency

- Build an active and worthwhile relationship with the agency and the people the agency serves

- Complete tasks associated with project/minimum number of volunteer hours

- Attend and complete reflection exercises about ASL project

- Respect issues of confidentiality

- Serve as ambassadors of the university – in other words, serve in a manner which preserves the reputation and integrity of MSUM.

At this point, you have completed "Step One: Planning and Preparing" and are ready for a meaningful ASL experience.

Step Two: Meaningful Service

A. *Monitoring student work.*

Your primary task as an educator is to set in motion the ASL process that responds to real community needs and relates to course objectives. Additionally, it is your responsibility to guide students through the ASL process by ensuring that tasks are completed in a timely manner. Through-out the semester, it is important that you monitor students' level of involvement with the ASL project regardless of whether work is performed on-site or in-class. If students are not fulfilling their responsibilities, both you and the students need to know this. If a certain number of hours are required at a particular site, the ASL Center staff can help you and the students keep track of this information. Also, see the generic time sheet in Appendix C. We also recommend that instructors com-plete mid-term evaluations in order to

> # Meaningful Service
>
> A. Monitor student work
> B. Encourage student reflection throughout the ASL process
> C. Trouble-shoot any problems
> D. Special considerations in supervision of volunteers

monitor the success of the ASL. Such evaluation mechanisms provide space for modifying course/ project requirements. It is also wise to collect and check time record forms at mid-term (if appropri-ate for the project).

B. *Encouraging student reflection throughout ASL project.*

Research on ASL clearly indicates that learning is facilitated by frequent, structured opportu-nities to connect activities and tasks to course content. Time for reflection and critical synthesis should occur periodically through in-class discussions and can be tied to specific class assignments. The section entitled "Step Three: Structured Reflection and Assessment" overviews possibilities for assessing learning outcomes through graded, concrete assignments. It is important to note that at this stage, however, instructors can and should facilitate informal discussions encouraging students to juxtapose theory with practice and reflect on their personal growth through the ASL project. The following questions can be used to facilitate in-class discussions:

Questions to promote cognitive and

personal development

- How does your work relate to what we are learning in class?
- What has impressed you as important social/political/contextual issues affecting your service site?
- What specific issues are you encountering that relate to our political/social system?
- How do the people you are serving perceive you or the site you represent?
- Does this experience impact your educational goals?

In leading class discussions, also consider the following suggestions:

- Ask open-ended questions rather than "yes/no" or factual questions.
- "Prime the pump" before asking students to respond by allowing them to write for one minute or silently reflect on your question(s).
- Avoid judging the content of student remarks.
- Don't always call on the same people to participate.

C. *Trouble-shoot problems*.

In terms of problems associated with ASL projects, prevention is truly the best policy. Take time to clarify the rules and expectations so students are prepared for "foreseeable" dangers. For example, if earth science students are involved with the study and clean-up of a river, they should be required to wear proper gear to avoid the possibility of injury. Additionally, they should be provided instruction on safety procedures. Instructors should visit any service sites at which students will be working. However, uncertainty often accompanies ASL projects. Even the most well prepared projects are bound to encounter problems and/or ambiguities. When you embark on an ASL journey, you commit yourself as an educator to coping with issues as they arise.

D. *__Special considerations in the supervision of volunteers__*.

       Supervising volunteers requires special consideration. Both the teacher on record as well as site supervisor(s) should familiarize themselves with the following considerations:

Considerations in the Supervision of Volunteers

(Energize Associates, 1987)

- Wasting a volunteer's time is far worse than paying someone to have nothing meaningful to do

- Volunteers need accessibility to a supervisor or someone who can answer questions

- Some socialization into the culture of service site is important

- Recognition, both thanks and acknowledgement of input, should be continuous

- You can recognize the work of all good volunteers by taking action to correct the poor performance of some volunteers

- The key to the best utilization of volunteers is the task analysis of work to be done; break job down into segments that can be accomplished in two-to-five hours shifts and list instructions in sequence for doing each task

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Step Three: Structured Reflection and Assessment

Any potential benefits of ASL projects manifest themselves at the crossroads between our campus, curricula, and the community. Just as ASL has various constituents (faculty, students, community), ASL also has various impact areas. We will focus on assessing outcomes of ASL projects for students including cognitive, affective, and behavioral learning outcomes.   Additionally, we include information about how to participate in the ASL Center's efforts to assess the amount of ASL occurring at MSUM.

A. _**Evaluate the ASL student experience**_.

As indicated previously, academic credit should be awarded for learning associated with service projects – not the service. When designing ASL projects, a key question for faculty is "how can I assess student performance in order to fairly evaluate the learning outcomes from the service experience?" It is educators' responsibility to create concrete reflection assignments to assess the connection of ASL experience to course objectives. What did each student learn? How well did students integrate their ASL experience to the learning expectations of the course? To what degree did students fulfill the course objectives?

Assessments of student learning can occur through a variety of quantitative and qualitative reflective exercises.

Structured Reflection and Assessment

A.   Evaluate the ASL student experience including:
- Cognitive learning
- Affective learning
- Behavioral learning

B.   Complete ASL Center forms

Any exercise should be guided by the following principles of assessment (adapted from Eastern Michigan University Faculty Handbook).

Traditionally, assessment is characterized as either direct or indirect and can focus on cognitive, affective, and behavioral learning domains.   Direct assessment techniques allow educators to "directly" observe learning in any of the three domains. For example, answering a question on an essay exam provides educators with direct evidence of learning. Indirect assessment techniques require educators to draw inferences about student learning based on proxy data. For example, one can infer learning from students' self-report survey responses. Direct measures of learning are

necessary; however, direct assessment techniques can be complemented by indirect measures of learning. Examples of direct and indirect techniques for each of the three learning domains are provided in the following chart and explained throughout this section.

Principles of Assessment

(Adapted from Eastern Michigan University Faculty Handbook)

1. Assessing student ASL performance begins with educational values. Monitoring and student assessment are not ends in themselves, but an important part of the learning process. Assessments must be linked to the purposes and goals of the ASL project.

2. Assessment is most effective when clear review processes and information collecting mechanisms are established. The ability to monitor and record progress and relevant information is important when students are engaged in off-campus community service activities. Clear procedures and assessment mechanisms assist students by providing a framework for integrating their service experience into their academic studies.

3. Assessment works best when clear, explicitly stated goals and objectives have been established. Assessment is goal oriented. It involves comparing performance with stated purposes and mutually agreed upon expectations.

4. Assessment works best when it is ongoing, not episodic. Assessing student performance is a cumulative process. Improvement is best fostered when assessment entails a series of linked activities undertaken over time.

5. Through assessment, students receive important feedback, and educators fulfill their responsibilities to students, the university, and community. Through effective assessment, students receive important feedback to improve their academic performance.

Learning Objective Domain	Assessment Technique	
	Direct	*Indirect*
Cognitive Know, Comprehend, Apply, Analyze, Synthesize, and Evaluate	· Reaction Paper · Portfolio · Essay Exam · Mock Inteview · Role Playing · Personal Observation	· Student Ratings · Hours Served
Affective Receive, Respond, Value, Organize (Values), Internalize	· Student Ratings · Reaction Paper · Mock Interview	· Supervisor Evaluations · Hours Served · Intent for Future Service · Personal Observation
Behavioral Perceive, Ready for Action, Guided Reaction, Deliberate Reaction, Automatic Reaction, Adaptation, Origination	· Hours Served · Personal Observation · Mock Interview · Role Playing · Portfolio	· Supervisor Evaluations · Student Ratings · Reaction Paper · Essay Exam

As illustrated by the chart, many direct and indirect mechanisms can be used by educators to engage students in critical reflection about their ASL experiences and to assess student learning. Keep in mind, sometimes students do not immediately see the connection between their ASL experiences and course content. Structured assignments can help students juxtapose course concepts/theories with practice. Students should be asked to create a product that illustrates, summarizes, or demonstrates their learning. The product for on-site ASL projects may be a report, a case study (ethnography), a video or multi-media presentation, or a panel discussion. For in-class ASL projects, the products may be culminating outcomes (e.g., a survey, survey results, brochures, newsletters, websites, databases, etc.). Consider the following assessment mechanisms:

<u>Journaling</u>

The use of journaling is common in experiential education including ASL projects. The following questions are appropriate for use in journaling assignments in order to encourage critical reflection on the part of students:

- What key ideas in the course are becoming more real for me as I consider what I am seeing and experiencing?

- Think of relevant points your instructor makes during class periods. Do these points relate to your ASL experience?

- What am I seeing?

- How am I reacting to this?

- What experiences or beliefs have I had that prompt me to respond this way?

- If I am practicing a skill or strategy, how did it go? What worked and why? What did not work and why? What do I need to work on?

- What reactions, problems, or questions do I need to let my professor know about?

- Observe confidentiality and use pseudonyms when referring to clients or employees of service sites.

- What is the most difficult/satisfying part of my work? Why?

- What do I think is my most valuable/valued contribution?

- How do people at the site treat me? How do they see my role? Is this congruent with or in conflict with how I see my role?

- How does this experience connect to my long term goals?

- What kind of person does it take to be successful at the kind of work that the agency does?

- How is this experience beneficial to myself? To the community agency?

- What did I learn about myself through ASL activities?

- What did I learn about this discipline/profession through ASL activities?

- If you were in charge of the service site, what changes would you make and why?

The most successful journaling experiences require critical reflection on the part of authors.

Consider the following critical thinking skills when designing journal assignments (as adapted from

Augsburg College):

Critical Thinking Abilities

(As adapted from the Augsburg College Faculty Handbook)

- Clarification abilities:
  Understand material
  Comprehend – ability to articulate material in one's own words

- Inference-related abilities:
  Identify and distinguish premises and conclusions
  Draw correct conclusions from information
  Assess relevance of information
  Note presuppositions
  Evaluate premises and arguments

- Strategy abilities:
  Decide what is at issue
  Create various options to deal with issues
  Assess strengths and weaknesses of options
  Determine how to test options; identification and use of criteria for evaluation
  Know where and how to get information

Reaction Paper

Students prepare a paper at the completion of their service learning project. In the paper they

should reflect on how their experiences allowed them to apply course material (e.g., theories in action) to

their project. Students also should comment on what they personally "got" out of the project (for example,

did their attitudes or perceptions change). This paper can be approached as a "mini-ethnography."

That is, students can be asked to illustrate how they experience various theories/concepts during the

activities they engage in as part of their project.

Portfolio

Many service learning projects require some sort of product. For example, the student might produce a web-page or report for a community organization. Such materials clearly require a great deal of work and do a great job of illustrating students' knowledge skills and concepts taught in the course. Any product (e.g., survey, video, brochure, journal, and/or reaction paper) can be included in a portfolio.

Essay Exam

This assessment technique is fairly straightforward. It would be particularly effective in large courses where the entire class is engaged in some sort of project or where each student is required to perform a separate project. This technique might be more appropriate for a 100 or 200 level course.

Mock Interview

Mock interviews can be viewed as sort of an "oral exam." After completing their project, students write a job description for their volunteer position. After writing the description, the student can then "apply" for that position and be interviewed by a fellow classmate for the job. The beauty of this technique is that the job descriptions written by the student can then be given to the ASL coordinator to compile and update a "Community Needs" list. If the time required for mock interviews would be prohibitive, this technique can be adapted where students turn in a job description with their reaction paper, time card, or portfolio.

Hours Served

Students are required to complete a "time card" to keep track of their service learning hours. The time card can be turned in with their reaction paper or portfolio (see Appendix B for a copy of the ASL Center's time card). A variation of the time card system is to have students keep a *JOURNAL* of their experiences. The journal part of the time card can later be used to write the reaction paper. An abbreviated version of a time card is included.

Name: Albert Boxer		Organization: YWCA of Fargo-Moorhead
Date	*Hours*	*Activities/Comments*
2/14	2.5	Attended meeting with YWCA community relations coordinator to discuss areas needed on web page.
2/15	1	Organized "to do" list and assigned tasks to work teams.
Total:	3.5	

Role Playing and Simulations

This is perhaps the most difficult of the assessment techniques to enact. Similar to the mock interview, this technique requires the student to reflect on and engage in behaviors learned during their project. The teacher must create scenarios that require the student to apply information and engage in learned behaviors. A good example of this that is used in health education is standardized patients where "actors' are trained to simulate patients with various medical conditions. Medical students are then asked to interview the patient and diagnose the condition.

Student Ratings

Particularly in the affective domain, student ratings are a very efficient way to gauge learning. For the other domains, student ratings provide indirect measures of learning. The ASL Center can provide you with example rating scales to indirectly assess cognitive, affective, and behavioral learning (see Appendix D).

Supervisor Evaluations

Site supervisors are an effective source for indirect data on students' affective and behavioral learning. Scale questions used for student ratings of affective and behavioral learning, combined with narrative evaluations, can provide useful data.

Personal Observation

Although time consuming, personally observing students as they perform their service activities is perhaps the "best" form of assessment. By observing behaviors you can not only

directly assess behavioral learning, but also cognitive (potentially a direct measure) and affective
learning (indirectly).

B. *Complete ASL Center forms*.

In order to assess the extent to which ASL projects are occurring across the MSUM campus, we
ask that instructors participate in the university wide assessment protocol which includes completing
forms that will be distributed and collected each semester by Department chairs. These forms were
adapted from North Dakota State University. ASL Center staff will compile the data and provide an
annual report to administrators.

Appendices

Appendix A: List of community organizations

Appendix B: MSUM ASL Center time sheet

Appendix C: MSUM ASL Center library

Appendix D: Rating scales for assessing learning outcomes

Appendix E: Online ASL resources

Appendix A: List of Fargo/Moorhead Agencies

BETHANY HOMES
BIRTHRIGHT
BRIDGES
CENTRE, INC.
CENTRO CULTURAL
CHARISM
CLAY COUNTY OUTREACH CENTER
CLAY COUNTY SHELTER CARE
CONNECTIONS
CHURCHES UNITED FOR THE HOMELESS
COMMUNITY LIVING SERVICES
CULTURAL DIVERSITY RESOURCES
DOROTHY DAY HOUSE, INC.
EASTER SEALS
ELIM CARE CENTER
EVENTIDE NURSING HOME
FARGO SENIOR COMMISSION INC.
FARGO YOUTH COMMISSION
FIRST LINK
FRIENDSHIP
GUARD OUR YOUTH
HOSPICE
HOTLINE
LAKELAND CRISIS CENTER
LAKELAND MENTAL HEALTH
LUTHERAN SOCIAL SERVICES
MAKE-A-WISH
MERITCARE
MIGRANT HEALTH SERVICES
MIGRANT LEGAL SERVICES
MOORHEAD ESL PROGRAM
MOORHEAD HEALTH CARE CENTER
MOORHEAD HEALTHY COMM. INITIATIVE
MOORHEAD JUVENILE DETENTION CENTER
PEOPLE ESCAPING POVERTY PROJECT
PERRY CENTER
PINE TO PRARIE-GIRL SCOUTS
PLAINS ART MUSEUM
PLANNED PARENTHOOD
RAINBOW BRIDGE
RAPE AND ABUSE CRISIS CENTER
REGIONAL SCIENCE CENTER
RIVERVIEW PLACE
RONALD MCDONALD HOUSE
ROSEWOOD
ST. FRANCIS DE SALES PARISH

SENDCAA CHILD CARE CENTER
SUNRISE SUNSET DAYCARE
TRUANCY INTERVENTION PROGRAM
VANDER HOUSE
VILLA MARIA
THE VILLAGE
THE WATERFORD
WOMEN'S CENTER-MSUM
WOMEN'S NETWORK-RED RIVER VALLEY

Appendix B: TIME SHEET

NAME:_____   **SEMESTER/YR:**_____

COURSE #:_____   **PROFESSOR:**_____

AGENCY:_____   **SUPERVISOR:**_____

| Date | Hours | Activities |

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

9._____

10._____

11._____

12._____

13._____

14._____

15._____

TOTAL HOURS:_____

**The above information is correct to the best of my knowledge.

Supervisor Signature:_____   **Date:** _____

RETURN TO:
Academic Service Learning Center
CMU 230, 236-2592
Fax: 287-5050
Website: http://www.mnstate.edu/asl
E-mail: servicelearning@excite.com

Appendix C: MSUM ASL Center Library

The MSUM ASL Center library contains the following books which can be checked out:

Title: **American Association for Higher Education's Series on Service Learning in the Disciplines**

Subject: **Volumes on Communication, Political Science, Teacher Education, Composition, Accounting, and Nursing. Extensively discuss how to incorporate service learning across disciplines. Include sample assignments and course materials.**

Publisher: **Edward Zlotkowski, American Association for Higher Education; 1997.**

Title: **Building Community: Service Learning in the Academic Disciplines**

Subject: **This book attempts to provide the theoretical underpinnings and practical help for college and university professors or public school teachers who are attempting to incorporate service learning into their own disciplines.**

Publisher: **1994**

Title: **Building Community on Campus**

Subject: **A compendium of practical ideas. Describes the process of community building, practical ideas, activities and programs, facilities and services, freshman programs, Greeks, leadership, staff training, and volunteer programs.**

Title: **Building Sustainable Programs**

Subject: **A guide to developing and maintaining service learning at community colleges. This book uses the connection between service learning and higher education, strategies for developing and sustaining programs, examples, models, best practices, contacts, and fundraising resources.**

Title: <u>Campus Compact: A Season of Service</u>

Subject: **The Project for Public and Community Service. Talks about mission, history, goals, highlights, trends, membership, grants, awards, fellowships, conferences, events, publications, and offices.**

Publisher: **Campus Compact; 1996-1997, 1998-1999**

Title: <u>Campus Compact Service Counts</u>

Subject: **Revitalizing literacy efforts in higher education by discussing issues and ideas, model programs, frequently asked questions, and training materials.**

Publisher: **Michael Kobrin, Rachel Nadelman, Campus Compact; 1997.**

Title: <u>Connecting Cognition and Action</u>

Subject: **Evaluation of student performance in service learning courses. A philosophy of evaluation in service, and a model for evaluating student learning.**

Publisher: **Marie Troppe, Campus Compact; 1995.**

Title: <u>The Effective Management of Volunteer Programs</u>

Subject: **A rare combination of humane and very efficient management perspectives characterize this guide to volunteer management. This is a new look at volunteerism, role of a manager, motivation, organizational climate, planning and evaluation, jobs and recruitment to fill them, interviewing and placing volunteers, training, communication, and putting it all together in meetings.**

Publisher: **Marlene Wilson, Volunteer Management Associates; 1976.**

Title: <u>Generations of Service</u>

Subject: **stories of service over the past years of 1985-1995. College students and faculty from across the United States tell their stories of how service learning has impacted their lives.**

Publisher: **Campus Compact; 1995.**

Title: <u>The (Help!) I-Don't-Have-Enough-Time Guide to Volunteer Management</u>

Subject: **This guide is packed with scenarios, suggestions, forms, and procedures along with volunteerism resources. It will teach about roles, boundaries, task analysis, delegation, finding your management team, structuring your team, and communication strategies.**

Publisher: **Katherine Campbell, Susan Ellis, Library of Congress; 1995.**

Title: <u>Helping You is Helping Me</u>

Subject: **How a new breed of volunteers can make a difference. Tells about the benefits of helping, how you can help, avoiding potholes, pioneering a dream, and quiet heroes.**

Publisher: **Virgil Gulker, Servant Publications; 1993.**

Title: <u>How to Control Liability and Risk in Volunteer Programs</u>

Subject: **Concrete suggestions, clear definitions, and a preventative approach to managing legal risk and liability. Talks about the liability for personal injury to a third person, liability that arises from running an organization, defenses to use if sued, protecting your organization, specific risks an organization may face, forms and checklists, and where to find more information.**

Publisher: **1992, 1998.**

Title: <u>Journey to Service Learning</u>

Subject: **Experiences from independent liberal arts colleges and universities. Introduction to service learning, student reflections from the community, faculty, service and scholarships, ethics, and a service learning timeline.**

Publisher: **Stephen G. Pelletier, Council of Independent Colleges; 1996.**

Title: <u>**Project on Integrating Service With Academic Study**</u>

Subject: **Creating a climate for change: lessons leaned from the 1991-1996 Institutes on Integrating service with academic study. Building services on campus, broader and deeper institutionalization, thinking broadly about change, participating campuses 1991-1996.**

Title: <u>**Secrets of Leadership**</u>

Subject: **Easy reading explanation of leadership and tips for successful leadership. What is leadership, characteristics of leaders, vision and purpose, motivation, empowerment, climate, systems, relationships, mentoring, and personal growth.**

Publisher: **Rick Lynch, Sue Vineyard, Heritage Arts Publishing; 1991.**

Title: <u>**Secrets of Motivation**</u>

Subject: **How to get and keep volunteers and paid staff. Motivating and volunteering, why people volunteer, facts on volunteer motivation, what turns people on and off, how to keep volunteers and paid staff, more ways to recognize people creatively.**

Publisher: **Sue Vineyard, Heritage Arts Publishing; 1991.**

Title: <u>**Service Counts**</u>

Subject: **Revitalizing literacy efforts in American higher education. The book lists trends, statistics, and research.**

Publisher: **Michael Kobrin, Rachel Nadelman, Campus Compact; 1997.**

Title: <u>**Service Learning**</u>

Subject: **A movement's pioneers reflect on its origins, practice, and future. Touches on service learning in the past and recommended steps for the future practice emphasizing critical needs. A great way to see the continual improvements in service learning from various methods used.**

Publisher: **Timothy Stanton, Dwight Giles Jr, Nadinne Cruz, Jossey-Bass Publishers; 1999.**

Title: <u>Service Learning in Higher Education</u>

Subject: **Concepts and Practices. Provides basic principles for an effective service learning program specifically in short-term time constraints, ideas on how faculty can combine service learning into the regular course work, and alternative service learning options for breaks and summer vacations.**

Publisher: **Barbara Jacoby, Jossey-Bass Publishers; 1996.**

Title: <u>Service Matters</u>

Subject: **A source book for community service in higher education. Trends and statistics, national service initiatives, community service contracts, funding information, national organizations, more than 500 models and examples.**

Publisher: **Elisha Anderson, Julia Schaffer, Campus Compact; 1998.**

Title: <u>Two Cases of Institutionalizing Service Learning</u>

Subject: **How campus climate affects the change process. The history, context and development of Campus Compact's project on integrating service with academic study.**

Publisher: **Marie Troppe, Campus Compact; 1996.**

Title: <u>The Volunteer Recruitment Book</u>

Subject: **Successful volunteer recruitment and membership development. Preparation, invitation, and variation before the actual volunteer recruitment.**

Publisher: **Susan Ellis, ENERGIZE; 1994.**

Title: <u>When Community Enters the Equation</u>

Subject: **Applying science, mathematics, and engineering through service learning. Stresses the benefits of using service learning, how to effectively incorporate it into the course work and**

Appendix D: Rating Scales

Example Rating Scales to Assess Student Learning

Some questions are original and others are adapted from an instrument used by the UC-Berkeley ASL Center. For all questions students should use the following rating system (Items with "*" should be reverse-coded.)

1=Strongly Disagree   2=Disagree   3=Agree   4=Strongly Agree

ASL Affective Learning Scale

Item	Rating
1. Being involved in a program to improve my community is important.	
2. It is important to find a career that directly benefits others.	
3. It is not necessary to volunteer my time to help others.*	
4. I plan to give some of my income to help others.	
5. I think people should find time to contribute to their community.	
6. It is important that I work toward equal opportunity for all people.	
7. I am not concerned about local community issues.*	
8. I intend to work in a career that will make positive contributions to society.	
9. I plan to help improve my neighborhood/community in the future.	

Behavioral Intent: Items 4, 6, 8 and 9
Valuing: Items 1, 2, 3, 5, 7

ASL Cognitive Learning Scale

Item	Rating
1. My service-learning project helped me learn material covered in the course.	
2. My project helped me see real-world application of course material.	
3. My project made it easier for me to think about the information we covered in class.	
4. I did not get as much out of the class because of the service learning project.*	
5. It is easier to remember things we covered in class because of the service learning project.	

ASL Behavioral Learning Scale

Item	Rating
1. I have an understanding of the tasks involved when helping others.	
2. I was able to make effective decisions on how to perform tasks while doing my project.	
3. I possess the necessary qualities (e.g., responsibility, initiative, communication skills) to be successful at helping others.	
4. I am unsure of the skills I need to help others.*	
5. I was able to come up with my own methods of completing activities/tasks required for my project.	
6. It was hard to know what I was suppose to do while volunteering.*	
7. I developed a system for completing tasks required for my project.	

Appendix E: Online ASL Resources

The Big Dummy's Guide to Service Learning
URL: http://www.fiu.edu/~time4chg/Library/bigdummy.html

The International Partnership for Service Learning
URL: http://www.ipsl.org/

Office of Academic Service Learning, Eastern Michigan University
URL: http://www.emich.edu/public/office_asl/home.html

Michigan Journal of Community Service Learning
URL: http://www.umich.edu/~ocsl/MJCSL/

Academic Service Learning : A Pedagogy of Action and Reflection (New Directions for Teaching and Learning No. 73) by Howard, Jeffrey P.F. (Edt); Paperback
URL: http://www.netstoreusa.com/rkbooks/078/0787942766.shtml

North Carolina Central University's ACSLP Service Learning Chat
URL: http://www.nccu.edu/commserv/chat.htm

Connecting Academic Standards with Service-Learning:
Solving Community Problems and Developing Active Citizenship in Philadelphia
URL: http://www.aypf.org/forumbriefs/1999/fb121799.htm

Robin's Guide To: College and University Service-Learning Programs, Including Links to Online Course Lists and Syllabi
URL: http://csf.colorado.edu/sl/academic.html

Service Learning at the University of Illinois at Urbana-Champaign
URL: http://www.union.uiuc.edu/servicelrn/

Service Learning at Marquette University
URL: http://www.marquette.edu/servicelearning/

Service Learning and Volunteering at Mira Costa College
URL: http://www.miracosta.cc.ca.us/info/admin/studserv/servlrn/