Guides

2003

Service-Learning: Community Manual

Monroe Community College

Community College National Center for Community Engagement

Service-Learning

Community Manual

"Never doubt that a small group of thoughtful, committed citizens can change the world, indeed it's the only thing that has." Margaret Mead

MONROE COMMUNITY COLLEGE

Community College National Center for Community Engagement

MONROE COMMUNITY COLLEGE

Table of Contents

Appendix – Community Site

Agency Questionnaire

Service-Learning Community Site Student Assessment Form

Appendix – Student Evaluations

Service-Learning Agreement Form Student/Agency

Service-Learning Worksheet of Objectives and Methods

References

COMMUNITY COLLEGE
NATIONAL CENTER FOR
COMMUNITY ENGAGEMENT

MONROE
COMMUNITY
COLLEGE

PREFACE

This handbook has been created for Rochester schools, agencies, organizations and businesses who have self-defined needs that will be addressed by Monroe Community College service-learning students. It includes general guidelines, expectations and forms associated with the service, and is intended to assist you in providing a meaningful experience for yourself and your MCC student service-learner(s).

The Office of Service-Learning Mission:

The Office of Service-Learning will enrich Monroe Community College student learning and address community-defined needs through student civic engagement.

"Service-Learning means a method under which students learn and develop through thoughtfully organized service that: is conducted in and meets the needs of a community and is coordinated with an institution of higher education, and with community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students enrolled; and includes structured time for students to reflect on the service experience."

> *American Association for Higher Education (AAHE): Series on Service-Learning in the Disciplines (adapted from the National and Community Service Trust Act of 1993)*

The Office of Service-Learning at Monroe Community College will provide as much support as possible to faculty, students and community partners. The Service-Learning Coordinator will be in contact with your agency on a weekly or bi-weekly basis throughout the semester unless otherwise specified. The Coordinator will make visits to the site as needed and is available to answer questions about service-learning and offer suggestions. The Coordinator serves as a liaison between students, faculty and community partners, as needed.

If you have any questions about this manual, faculty associated with the course or if you wish to discuss a student's progress, please feel free to contact the Office of Service-Learning at 585-262-1713.

Contact Information:

The Service-Learning Office	Susan Bender
Damon City Campus	Service-Learning Coordinator
Room 5252	Damon City Campus
585-262-1713 (phone)	Room 5246
585-262-1615 (fax)	sbender@monroecc.edu
	585-262-1710 (phone)
	585-262-1615 (fax)

> *"Tell me and I forget, Teach me and I remember, Involve me and I learn"*   - Benjamin Franklin

BENEFITS OF SERVICE-LEARNING

For Students

- Increases relevancy of education by bringing academic instruction to life
- Enhances learning of values, citizenship, and leadership skills
- Applies concepts from the classroom to their service
- Provides knowledge and expertise from the community
- Provides platforms to analyze and discuss civic values
- Prepares individuals to participate in internships and research
- Allows exploration of career options
- Develops a sense of community and civic responsibility
- Develops contacts within the community
- Teaches workforce skills
- Provides opportunities to accommodate different learning styles
- Develops connections with people of diverse cultures and lifestyles
- Increases a sense of self-efficacy, analytical skills, and social development
- Develops meaningful involvement with the local community

For the Community

- Enhances positive relationships opportunities with the college
- Provides awareness-building of community issues, agencies, and constituents
- Helps to develop a sense of citizenship
- Provides affordable access to professional development
- Develops short and long term solutions to pressing community needs
- Creates ways to expand current services
- Increases human resources for problem solving
- Provides opportunities for participating in the educational process
- Enriches roles for supervisors
- Contributes to positive exposure in the community

BENEFITS OF SERVICE-LEARNING
(Continued)

For the College

- Furthers the goals of Monroe Community College's strategic plan
- Drives the college as an active, engaged partner in the community
- Facilitates teaching, research and program development
- Increases student retention
- Enriches the quality and relevancy of the education provided
- Allows for faculty to mentor students
- Increases College's awareness of societal issues as they relate to academic areas of interest
- Assists in the development of innovative approaches to instruction
- Provides opportunities for collaborative community research and project development
- Engages faculty and students in local and state community issues
- Provides opportunities to extend College's knowledge and resources
- Increases development and preparation of college graduates

GUIDELINES FOR COMMUNITY SITE

On-Site Orientation

All community sites must conduct an on-site orientation. This is an opportunity to provide information and instruction to the student(s). It is important that students become familiar with your agency and staff, understand their responsibilities, learn about your policies and attend any necessary training. The more information that you can cover during the on-site orientation, the more prepared student(s) will be to work at your agency. Please encourage them to ask questions and give them feedback about appropriate behavior at the site.

The following are some suggestions for what you may want to include in your on-site orientation:

1) Agency Information: Educate the student(s) about your organization: Whom do you serve? What are the demographics? How are you funded? What is your mission? What is your philosophy?

2) Staff: Who are some of the staff and what are their positions? Is there any jargon or language generally used by staff that students would want to know?

3) Provide a List of Contacts/Numbers: Please list people/agencies that will be useful for students in doing their work.

4) Responsibilities: What is expected of the student(s)? Describe the role student(s) play in your agency. How will their performances be appraised?

5) Policies: Sign-in/out, dress code, office rules.

6) Training: If any is needed, what kind and when?

7) Final Product: What is the final goal for your agency that is expected from the student(s) by end of service?

8) Scheduling: What are your agency's hours of operation? When should students complete their service? When will you meet with students during the semester to review work they have done independently?

GUIDELINES FOR COMMUNITY SITE
(Continued)

9) <u>Supervision</u>: It is important that all service-learning students have a contact person at the community site who will supervise them. The amount of time each student will need supervision will depend on the project or service activity. Students may be allowed to work independently without specific activities assigned each visit. When structured this way, supervision time can be more effectively used for questions and feedback. If the assigned site supervisor will not be available for any reason, please make sure the student has another site representative available if needed.

It is important to remember that students are not volunteers. Students are here to meet community needs, but they are also using this experience to enhance their learning of the college course material. Students are receiving academic credit for learning through their service efforts. Your assistance in helping service learners think about what their experience means to them and how it relates to their coursework is very valuable.

10) <u>Sign-In Procedure</u>: Students are required to have a sign-in time log completed every time they come to your agency. We ask students to have their site supervisor or someone from your agency initial their time log during each visit.

11) <u>Identification:</u> Provide students with identification from your agency or require students to have their MCC identification available.

GUIDELINES FOR SERVICE-LEARNING STUDENTS

As a service learner it is important to remember that you are not only representing yourself as a student, but you are representing Monroe Community College.

Treat your service as you would treat paid employment. Make sure to arrive on time. Tardiness is unprofessional and inconvenient to the site supervisor. Clothing should always be neat and professional. Ask what the dress code is if it has not already been mentioned.

If you are working directly with individuals who your community site serves, make sure to obtain and maintain professional communication. Educate individuals about your role at the community site and for how long you will be there. Remember, this is a professional relationship.

Make sure to take notice of the strengths in the community and how those strengths can be adapted to meet needs in the community.

Develop and maintain a good professional rapport with those you work with. Be trustworthy, respectful and non-judgmental.

Communicate with your site supervisor and your professor. If any situation arises that you have questions or concerns about, make sure to address them before it becomes unmanageable. Be proactive!

Always keep in mind how you can tie course objectives to your service-learning experience.

Plan a schedule with your site supervisor and stick to it. Any changes in your scheduled hours should be communicated with your site supervisor.

Keep track of the number of hours you are at your site on your time log. This log must be turned into your professor.

Ask questions at your site if you don't understand something or want to know about it.

Confidentiality! Make sure you maintain it. If you have questions about what information can and cannot be shared, ask about the policy of the community site. Don't ever give out specific information about another person.

EXPECTATIONS OF SERVICE-LEARNING OFFICE, FACULTY, STUDENTS AND THE COMMUNITY

Office of Service-Learning is expected to:

- Inform the community site of the goals and objectives of the course
- Inform the faculty and students of the community site's needs
- Approximate the number of students involved
- Distribute Student, Faculty and Community Site Evaluations at least two weeks before the end of the semester
- Assist faculty in developing or revising curriculum to include service-learning component
- Develop community placements by surveying community for needs
- Maintain and share a current roster of service-learning faculty and courses
- Act as a liaison between the students, community sites and faculty
- Develop assessment tools for all partners and students
- Distribute Student, Faculty and Community manuals to all involved in service-learning
- Maintain database of service hours accumulated by each student

Faculty are expected to:

- Describe service-learning activity and its relation to the course objectives in the course syllabus on the first day of class
- Explain service component of the course
- Be available to the community site regarding service projects
- Explain the evaluation methods employed in the course
- Familiarize themselves with the service site and monitor student progress through reflection (i.e. discussions and journal assignments, progress reports, etc.)
- Provide individual and group forums for students to reflect on what they are learning from the experience and how that learning connects to the course objectives
- Incorporate information gained through the service-learning evaluations into any redesigning of the course for subsequent semesters
- Collect and review Service-Learning Agreement form
- Collect Student Folder and forward a copy of the Time Log to the Office of Service-Learning at the end of the semester
- Provide Office of Service-Learning with information on your course, so it can be included in information provided to students and our community partners

EXPECTATIONS OF SERVICE-LEARNING OFFICE, FACULTY, STUDENTS AND THE COMMUNITY
(Continued)

Students are expected to:

- Have respect for the community site environment
- Be open to learn about the community and agency within that community
- Be prompt, respectful and positive at the community site
- Arrange hours with community site during the first two weeks of class (or as directed by professor)
- Fulfill all agreed upon duties and responsibilities at the community site
- Reflect on the service-learning experience and how it pertains to the course learning objectives
- Speak with their site contact person if the uncomfortable or uncertain about what they are to do
- Respect confidentiality of people served
- Participate in the evaluation process

Community partners are expected to:

The community site is the service partner that identifies the needs of the community. This site is the location where all three aspects of service-learning can come together: the community needs, the professors' requirements and an educational environment for the student.

- Provide adequate training for assigned tasks
- Provide feedback to faculty about student's performance
- Orient students to the agency or project mission and goals so that they may better understand their role within the agency/project
- Provide work that is significant and/or challenging to the student
- Provide training, supervision, feedback and resources for the student to succeed in the service
- Ensure a safe work environment and reasonable hours for the student to perform their service
- Complete an evaluation form at the end of the service period and return to the Monroe Community College, Office of Service-Learning
- Sign student Time Log (provided by student)

HIGHER EDUCATION SERVICE-LEARNING PROGRAM SITES

American Association for Higher Education
http://www.aahe.org/service/

American Association for Community Colleges
www.aacc.nche.edu/servicelearning

Campus Compact
www.compact.org

Campus Compact National Center for Community Colleges
www.mc.maricopa.edu/academic/compact

Chandler-Gilbert Community College Pecos Campus
www.cgc.maricopa.edu/service_learning/

Corporation for National and Community Service
www.nationalservice.org

Educators for Community Engagement
www.selu.edu/orgs/ic

Howard University's Center for the Advancement of Service-Learning
www.howard.edu/CenterUrbanProgress/CASL.html

Humboldt State University Service-Learning & Experiential Education Page
www.humboldt.edu/~slee/html/faculty.shtml

Service-Learning at the Maricopa Community Colleges
www.mcli.dist.maricopa.edu/sl/

National Service-Learning Clearinghouse
www.servicelearning.org

National Service-Learning Exchange
www.nslexchange.org

NCCU's Service-Learning Program
www.nccu.edu

SERVICE-LEARNING SYLLABI LINKS

101 Ideas for Combining Service & Learning
http://www.fiu.edu/~time4chg/Library/ideas.html

American Educational Research Association - -Division J (AERA-J) and the Association for the Study of Higher Education (ASHE) Syllabi website project
www.higher-ed.org/syllabi

American Association of Community Colleges (AACC) Service Learning Clearinghouse
www.aacc.nche.edu/servicelearning

Service-Learning Syllabi by Discipline
www.colorado.edu/servicelearning/faculty.html

Tufts Service-Learning Course Syllabi
http://www.tufts.edu/as/macc/biblio.html#syllabi

UCLA Service-Learning Clearinghouse program models and syllabi
www.gseis.ucla.edu/slc/modelp.html

University of Washington Service Learning Syllabi and Course Descriptions
www.washington.edu/oue/faculty/servlearn.html

APPENDIX

COMMUNITY SITE

**The following forms will be sent to you toward the end of the semester. The appendix serves as examples only.

COMMUNITY COLLEGE
NATIONAL CENTER FOR
COMMUNITY ENGAGEMENT

MONROE
COMMUNITY
COLLEGE

AGENCY QUESTIONNAIRE

| Organization/Agency: |
| Site Supervisor Name: |
| Date of Evaluation: |

Please circle/fill-in the appropriate response.	Strongly Agree	Agree	Disagree	Strongly Disagree
1) We want to continue to have Monroe Community College's service-learning students work with our organization	4	3	2	1
2) There has been sufficient communication between Monroe Community College's Office of Service-Learning and our agency/organization	4	3	2	1
3) The amount of agency supervisory time of students was manageable	4	3	2	1
4) Overall, we are satisfied with MCC's student service-learners	4	3	2	1
5) Overall, we are satisfied with the final result of the service provided	4	3	2	1

What changes would you make in the service-learning program at your agency?

_____

_____

_____

How has your agency benefited from the service-learning relationship with Monroe Community College?

_____

_____

_____

AGENCY QUESTIONNAIRE
(Continued)

Other comments, suggestions, recommendations.

_____

_____

Please mail or fax this form to: Susan Bender, Service-Learning Coordinator
Monroe Community College - Damon City Campus
228 East Main Street
Rochester, NY 14604
Fax: 585-262-1615

MONROE COMMUNITY COLLEGE
SERVICE-LEARNING COMMUNITY SITE STUDENT ASSESSENT FORM

Site Supervisor Name:	Organization/Agency:
Student Name:	Date of Evaluation:

Please rate as follows below:

	Please circle/fill-in the appropriate response.	Strongly Agree	Agree	Disagree	Strongly Disagree
1)	The student had a positive impact on our organization's efforts to meet community's needs	4	3	2	1
2)	The student was sensitive to the diversity of our clients	4	3	2	1
3)	The student understood the organization's mission	4	3	2	1
4)	The student was reliable as evidenced by follow-through on scheduled hours, punctuality, etc.	4	3	2	1
5)	The student gave sufficient notice of scheduling conflicts	4	3	2	1
6)	The student supported the organization/mission	4	3	2	1
7)	The student had a positive attitude (was willing to work, willing to learn, cooperative, aware of own strengths and weaknesses)	4	3	2	1
8)	The student put forth effort to learn about the agency and community	4	3	2	1

9) The overall quality of the student's contributions. [Circle One]

| Excellent | Good | Fair | Poor |

Comments: _____
_____
_____

MONROE COMMUNITY COLLEGE
SERVICE-LEARNING COMMUNITY SITE STUDENT ASSESSMENT FORM
(Continued)

What was accomplished by the student that couldn't have been done otherwise? Explain:

_____

_____

_____

_____

How has your site improved by having the student at your site? Explain:

_____

_____

_____

_____

Additional Comments: _____

_____

_____

Site Supervisor Signature: _____

Date of Evaluation: _____

Thank you for your feedback.

Please mail or fax this form to: Susan Bender, Service-Learning Coordinator
                                         Monroe Community College - Damon City Campus
                                         228 East Main Street
                                         Rochester, NY 14604
                                         Fax: 585-262-1615

COMMUNITY COLLEGE
NATIONAL CENTER FOR
COMMUNITY ENGAGEMENT

MONROE
COMMUNITY
COLLEGE

APPENDIX

STUDENT

EVALUATIONS

**These following evaluation forms are examples only. Your professor will provide you with original forms for you to complete at the end of the semester.

**Service-Learning Agreement Form
Student/Agency**

Student Name:	Course Number:
Community Site:	Phone Number of Site:
Site Supervisor:	Professor:

I _____ will perform my respected duties to the best of my ability and will adhere to organizational rules and procedures, including recordkeeping requirements and confidentiality of organization and client information. I will be open to supervision and feedback which will facilitate learning and personal growth.

I will complete _____ hours of service per week from the time period beginning

_____ (month) _____ (day) and ending _____ (month) _____ (day).

If specific days and hours are agreed upon, they are listed as follows:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

If for some reason I cannot attend the above scheduled times, I will provide 24 hours notice so that alternative arrangements can be made.

** With some projects, there may or may not be a set schedule. On those occasions, students are to keep a log time spent on the project outside of the community site. The log should be signed each week when the student meets with the site supervisor to review progress.

Student: _____ Date: _____

Supervisor/Community Site: _____ Date: _____

COMMUNITY COLLEGE
NATIONAL CENTER FOR
COMMUNITY ENGAGEMENT

MONROE
COMMUNITY
COLLEGE

SERVICE-LEARNING WORKSHEET OF OBJECTIVES AND METHODS

Student Name:	Course Number:
Community Site:	Phone Number of Site:
Site Supervisor:	Professor:

TO BE FILLED OUT BY THE SITE SUPERVISOR AND STUDENT SERVICE-LEARNER (to be completed at the beginning of the service-learning experience).

Please describe the service-learning objectives that are to be achieved this semester. Objectives should be directly related to what the intended outcome or goal is for the project/service and should be directly linked to the learning objectives of the course.

1) _____

2) _____

3) _____

4) _____

Please describe the methods that will be used to achieve the objectives.

1) _____

2) _____

3) _____

4) _____

Student Signature: _____ Date: _____

Site Supervisor: _____ Date: _____

COMMUNITY COLLEGE
NATIONAL CENTER FOR
COMMUNITY ENGAGEMENT

Service-Learning

MONROE
COMMUNITY
CC COLLEGE

REFERENCES

Battistoni, R. (2002). Civic engagement across the curriculum: a resource book for service-learning faculty in all disciplines. RI: Campus Compact.

Colorado State University. (2002). Service-Learning Faculty Manual. Colorado State University: Retrieved October 1, 2003 from the World Wide Web: www.colostate.edu/depts/SLVP

East Central Community College. (2001). Service Learning A Step-By-Step Guide. East Central Community College: Retrieved October 4, 2003 from the World Wide Web: www.eccc.cc.ms.us

East Central Community College. (2001). Service Learning Program Student Handbook. East Central Community College: Retrieved October 4, 2003 from the World Wide Web: www.eccc.cc.ms.us

Gottlieb, K. & Robinson, G. (2002). A practical guide for integrating civic responsibility into the curriculum. District of Columbia: Community College Press

Hefferman, K. (2001). Fundamentals of service-learning course construction. RI: Campus Compact.

Joyce, S. & Ikeda, E. (2002). Serving safely: a resources guide for college service programs. California: California Campus Compact.

Meeropol, J. (2002). Essential service-learning resources brochure. RI: Campus Compact.

Tulane University. (2001). Education orientation packet. Tulane University: Retrieved October 1, 2003 from the World Wide Web: www.tulane.edu/~ServLrng/main.htm

Tulane University. (2001). Tulane University Office of Service Learning Community Handbook. Tulane University: Retrieved October 1, 2003 from the World Wide Web: www.tulane.edu/~ServLrng/main.htm

MONROE COMMUNITY COLLEGE

Damon City Campus, 228 East Main Street, Rochester, NY 14604, 585-262-1713