Guides

2003

Service-Learning: Student Manual

Monroe Community College

Community College National Center for Community Engagement

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Service-Learning

Student 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

Service-Learning

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COMMUNITY COLLEGE
NATIONAL CENTER FOR
COMMUNITY ENGAGEMENT

PREFACE

This handbook has been created for students who are currently enrolled in a service-learning course. It includes general guidelines, expectations and forms associated with the service and is intended to assist you in having a meaningful civic experience with Rochester area schools, agencies, organizations or businesses.

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 community site 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 or the community site(s) you will be working with, please feel free to contact the Office of Service-Learning at 585-262-1713.

Contact Information:

The Service-Learning Office
Damon City Campus
Room 5252
585-262-1713 (phone)
585-262-1615 (fax)

Susan Bender
Service-Learning Coordinator
Damon City Campus
Room 5246
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*

Letter to Students

Dear Service-Learner:

Congratulations on making a commitment to serve your community while enhancing your education. Your effort will undoubtedly help Rochester become an improved community.

Please use this manual as a reference for service-learning information. Your professor will review the course's service-learning project, the agency where you will be completing your service-learning, and familiarize you to the paperwork to be completed throughout the semester.

If you have any questions or concerns about your service-learning experience, please feel free to contact the Office of Service-Learning at 585-262-1713.

Respectfully,

Susan Bender
Service-Learning Coordinator
Damon City Campus
Room 5246
585-262-1710
Sbender@monroecc.edu

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 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.

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.

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)

REFLECTION

Structured reflection connects and reinforces in-class work, text book readings, and civic engagement experiences. It provides an opportunity to think critically about civic experiences, examine and challenge personal values, beliefs, and opinions. It provides a platform for students to ask questions, share ideas and experiences, challenge current solutions to community issues and develop plans to address community needs.

It is important to incorporate structured reflection so that students develop a deeper understanding of course subject matter outside of the traditional classroom environment. Reflection promotes; interpersonal communication, problem solving skills, self-awareness, a sense of civic responsibility, and a sense of belonging.

Developing The Environment For Reflection

Providing a safe, respectful, and nurturing environment for you and your classmates to express the wide range of emotions experienced is necessary.

Types of Reflection

The sample questions below are basic and broad in nature. They are meant to give you an idea of how reflection may be structured in your classroom.

1) Group Discussions

Discussions can occur in several small groups or as one large group. Topics can vary but should be structured.

Examples for the beginning of the semester (may be used in journaling assignments as well):

- What is the identified problem/community need?
- How are you going to address that need?
- How are you going to assess findings?
- How will the findings be presented and to whom?
- Why are you needed?

REFLECTION
(Continued)

1) **Group Discussions** (Cont'd)

Examples for during the semester. (may be used in journaling assignments as well) :

- How does your service-learning experience relate to the learning objectives of the course?
- What did you do at their site since the last reflection discussion?
- What did you observe?
- What did you learn?
- How has the experience affected you (how did you feel)?
- What has worked?
- What hasn't worked?
- What do you think is (will be) the most valuable service you can offer at your site?
- What has been particularly rewarding about your service?
- How could you improve your individual service contribution?
- Have you taken any risks at your service site? If so, what did you do?
- What were the results?
- What would you change about your service assignment that would make it more meaningful for you or other service-learning students?
- What have you learned about yourself?
- Has your service experience influenced your career choice in anyway?

Toward the **end** of the semester. (May be used in journaling assignments as well) :

- What have you learned about yourself?
- What have you learned about your community?
- What have you contributed to the community site?
- What values, opinions, beliefs have changed?
- How has your willingness to help others changed?
- What was the most important lesson learned?
- How have you been challenged?
- What impact did you have on the community?
- What should others do about this issue?

REFLECTION
(Continued)

2) Journaling

A journal is a record of meaningful events, thoughts, feelings, interpretations and ideas. In this class your journal will be focused on service experiences and the learning you gain from the experience.

You may be asked to keep a journal to document experiences at the community site. These entries should include more than just what you did that day. Journals should include information on how you were affected by your experience. Journals may be collected and reviewed several times throughout the semester.

Why a service-learning journal?

a) To practice writing
b) To analyze service situations
c) To articulate your own reactions to your service experience
d) To record the learning you are experiencing and document progress toward the learning objectives.
e) To develop recommendation for action or change

Examples of journaling assignment questions:

- Describe your service-learning project. Include a description of the agency or organization you will be working for (i.e. what is their purpose? How big are they? What is their history? What is their mission? What are their goals?).
- How is your service-learning experience related to the readings, discussions, and lectures in class?
- How does the service-learning experience connect to your long-term goals?
- What new skills have you learned since beginning your service?
- What have you done this week to make a difference?
- What characteristics make a community successful?
- Report a civic experience you have had in the past. Include comments about what type of difference you made to those you served. How did you feel about your service? What if any attitudes or beliefs changed for you as a result of your service?
- Describe what you have learned about yourself as a result of your service.

REFLECTION
(Continued)

3) **Papers**

A final paper or several small papers throughout the semester may be an alternative to journaling or may be a way to organize what has been written in a journal.

Example: Describe the community site where you served, including the site's mission and goals. What were your duties and responsibilities at the site? How has this experience changed your value and belief system? How has your service affected your own sense of civic responsibility?

In what ways has your service-learning experience made the course material relevant? Be specific and provide concrete examples.

Explain why your service was important to you and the service-learning site.

4) **Portfolios**

Your professor may utilize this medium as a way to present a collection of information obtained throughout the semester. It may include portions of your journal, pictures, community site information, brochures, etc. Portfolios may be used in a formal presentation or to hand in for grading.

5) **Presentations**

Presentations may or may not be a part of the course. This medium can be used for you to showcase to your class, community site and/or college community your service-learning experience. This can be accomplished in a large group, several small groups, or individually.

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

STUDENT

EVALUATIONS

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

STUDENT SATISFACTION SURVEY

Dear Service-Learner,

Thank you for taking the time to complete this questionnaire. Your input is greatly appreciated.

Student Name:	Course Number:
Organization/Agency Site:	Semester/Year:
Date of Evaluation:	Total Hours Served:

Service-Learning Questionnaire

Please respond as honestly as possible, relying on your current beliefs or attitudes toward the particular issues raised. Indicate your level of agreement with each statement by Filling In/Circling the appropriate choice.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1) I have a better understanding of the needs and problems facing the community in which I live	4	3	2	1
2) I have a responsibility to serve my community	4	3	2	1
3) I will volunteer or participate in the community after this course ends	4	3	2	1
4) The idea of combining course work with service to the community should be practiced in more courses at this college	4	3	2	1
5) I plan to enroll in more courses that offer service-learning	4	3	2	1
6) The service I did through this course was beneficial to the community	4	3	2	1
7) The service aspect of this course made me aware of some of my own biases and prejudices	4	3	2	1
8) The service aspect of this course showed me how I can become more involved in my community	4	3	2	1

	Strongly Agree	Agree	Disagree	Strongly Disagree
9) As a result of my service-learning experiences, I have a better understanding of my role as a citizen	4	3	2	1
10) As a result of my service-learning experience, I would encourage other students to take courses that offer service-learning	4	3	2	1
11) As a result of my service-learning experience I am rethinking my career and/or educational goals	4	3	2	1
12) I learn course content better when connections to real-life situations are made	4	3	2	1
13) Participating in a course with a service component has enhanced my understanding of the course content.	4	3	2	1.

14) My service-learning placement had the following effect on my major selection. [Fill In/Mark one box]

❑ Made me think about a new major
❑ Confirmed selection
❑ Had no effect
❑ Changed my major selection

15) My service-learning experience was: [Fill In/Circle One]

More educational than my traditional classroom work (no service/reflection component)

Equally educational as my traditional classroom work (no service/reflection component)

Less educational than my traditional classroom work (no service/reflection component)

16) How would you rate the overall quality of your service-learning experience? [Fill In/Circle One]

Excellent	Good	Fair	Poor

STUDENT SATISFACTION SURVEY
Service-Learning Questionnaire
(Continued)

17) Please rate the following in terms of the college's service-learning personnel and program. [Fill In/Circle only one rating per row]

		Very Satisfied	Satisfied	Dis-satisfied	Very Dis-satisfied
a.	Helpfulness of the service learning staff	4	3	2	1
b.	Cooperation and friendliness of the staff	4	3	2	1
c.	Amount and quality of communication with the staff	4	3	2	1
d.	Information provided about the service placement sites/agencies	4	3	2	1
e.	Overall support for the service-learning office	4	3	2	1

18) Please rate the following in terms of the service site or agency where you completed your service [Fill In/Circle only one rating per row]

		Very Satisfied	Satisfied	Dis-satisfied	Very Dis-satisfied
a.	Helpfulness of the agency staff	4	3	2	1
b.	Adequate orientation and training	4	3	2	1
c.	Adequate supervision	4	3	2	1
d.	Meaningful tasks to perform	4	3	2	1
e.	Acceptance and support	4	3	2	1
f.	Recognition of my efforts	4	3	2	1

19) Would you recommend the agency where you worked to students in the future? [Fill In/Circle One]

Yes   No

20) Do you think service-learning should be required to graduate from Monroe Community College? [Circle One]

Yes		No

Why or why not? _____

_____

_____

_____

21) Please circle all areas you believe your service-learning experience had a positive effect on:

a) Future course selection

b) GPA

c) Attitude toward academic studies/other classes

d) Relationships with faculty members

e) Desire to stay in college or complete degree

f) Acquisition of specific academic skilled and knowledge

g) Attitude toward service-learning program

h) Attitude toward Monroe Community College

i) Self-confidence

j) Ability to work and learn independently

k) Insight into your own personal strengths and weaknesses

l) Sense of personal achievement

m) Sense of social responsibility or commitment to public/human service

n) Ethical/moral development

STUDENT SATISFACTION SURVEY
Service-Learning Questionnaire
(Continued)

21) Please circle all areas you believe your service-learning experience had a positive effect on: (Continued)

  o) Development of functional life skills, e.g. communication, assertiveness, problem solving

  p) Development of occupational skills

  q) Understanding of social/cultural differences

  r) Application of classroom knowledge

  s) Enriched classroom learning

  t) Desire to help or care for others

  u) Knowledge of my community

22) What is the single most important thing your service-learning experience did for you?

_____

_____

_____

_____

23) Do you have any comments or suggestions for the agency who you worked for? (Your name will not be forwarded to the agency).

_____

_____

_____

_____

APPENDIX

COMMUNITY

EVALUATION

**The community site supervisor is responsible to complete the following form. The appendix serves as an example only.

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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

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