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Service-Learning Designation: a faculty handbook

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SERVICE-LEARNING DESIGNATION

a faculty handbook

Developed at Salt Lake Community College
2003-2004 Service-Learning Faculty Research Fellows

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In coordination with the
Faculty Teaching and Learning Center
As approved by the
Faculty Senate Curriculum Committee



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Service-Learning is a Pedagogy. Why Designate Service-Learning?

Service-learning is a progressive and innovative pedagogy. It is both a creative and a diverse tool for teaching and learning. Service-learning is not merely community service and when structured correctly, service-learning will greatly impact student learning and enhance the typical classroom experience. It is also entirely up to the discretion of individual faculty members as to which pedagogies they will employ within their classroom. So why make the effort to formally designate your intentions to utilize service-learning?

Historically, there have been a relatively small percentage of Salt Lake Community College faculty members who incorporate service-learning pedagogy into their curriculum; while vast amounts of students continually seek out the Thayne Center for Service & Learning, expressing interest enrolling in service-learning courses. One problem was that significant inconsistencies existed within the development and implementation of service-learning curricula. Also, prior to 2003, there was very limited administration of a formal service-learning program at SLCC. In attempting to meet student demands for service-learning courses, the Thayne Center has partnered extensively with faculty members and a variety of academic departments to create a viable service-learning program which meets the needs of both students and faculty alike.

A consistent definition of service-learning and an articulation of the best practices within the pedagogy, both in partnership with a process for designating viable service-learning classes will increase worthwhile opportunities for eager students. Formal designation procedures also present faculty with new and exciting professional development opportunities, having joined a collegial group of engaged scholars.

The work of the Thayne Center's service-learning program is primarily meant for a faculty audience. The Thayne Center employs professionals well versed in the growing field of service-learning and provides substantial knowledge of the non-profit sector. The Thayne Center maintains an on-line database of hundreds of community partners and their service-learning projects and is always willing to discuss syllabi and curricular issues with interested faculty members.

To mention only a few benefits of receiving service-learning designation:

- The Thayne Center advertises designated service-learning courses to interested students and works to educate them as to the benefits of enrolling in such classes.
- Students are enticed by the concept of service-learning, many of them having had experience with the pedagogy in K-12. Students seek out the Thayne Center for information on which faculty are involved in this pedagogy.
- Designated service-learning courses are listed as such in both the course catalog and the class schedule.
- Full-time Enrollment figures are generated and increased through these student-centered marketing campaigns.
- A formalized infrastructure must exist if there is to be any direction, support and administration of an academic program.
- Practitioners within the pedagogy cite a renewed vigor for teaching.
- Courses become multi-dimensional and dynamic with the use of service-learning, which is appealing to colleagues, peers and students alike.
- A cross-disciplinary collegiality, not only at Salt Lake Community College, but nationwide, develops among service-learning faculty.
- Faculty discover new opportunities for their work to be recognized and rewarded.
- If the Thayne Center is not aware of your service-learning efforts, we cannot provide technical assistance, training, support or promotion of your efforts.

Service-Learning Supports the Strategic Goals of Salt Lake Community College

Service-Learning and Student Learning Outcomes Assessment

Service-learning supports our first strategic goal to *"Provide quality higher education."* A specific action item of this strategic goal states that the College will *"Implement the college-wide student learning outcomes assessment program."* The service-learning program is closely aligned with the "Assessment Program for Learning Outcomes and Performance Indicators," commonly referred to as the Student Learning Outcomes.

Within the Student Learning Outcomes document, it states that students will *"Develop the knowledge and skills to be civically engaged and/or to work with others in a professional and constructive manner."* It states directly that students will, *"Engage in service-learning for community building and an enhanced academic experience."*

Also within the Student Learning Outcomes document, it states that students will learn to *"Think critically."* It specifically states that students will *"Engage in reflective thinking and expression."* The academic foundation for service-learning pedagogy is the process of critical reflection. Students do not receive a grade simply for performing community service; rather, students are graded on the academic product they produce because of that service. Students utilize the process of critical reflection to make ties between their work in the community and the learning objectives of the course.

In respect to the expressed partnership of Academic Services and Student Services, the Student Services Outcomes Supporting Student Learning document states that students will, *"Engage responsibly with the broader community."* It also states that students will, *"Engage in service-learning for community building and an enhanced academic experience."*

Service-Learning Curriculum Meets the Needs of the Community

Service-learning supports our fourth strategic goal to *"Serve the needs of community and government agencies, business and industry."* A specific action item of this strategic goal states that the College will, *"Create and institute a program development process and flexible curriculum delivery systems that allow Salt Lake Community College to be responsive to community needs [...]"*

There is no better example of curricula that is responsive to community needs than service-learning. The organizing principle of service-learning is that faculty members and community organizations negotiate a mutually-beneficial partnership in which students help the organization address unmet community needs and the organization provides a learning experience in line with the course learning outcomes.

With regard to a flexible curriculum delivery system, the Faculty Senate Curriculum Committee approved a designation process for service-learning courses. The procedure is outlined in a specific designation handbook (available to all faculty online via the Thayne Center and the Curriculum Committee websites). The Service-Learning Advisory Board, a board recognized by the Curriculum Committee, serves as the decision-making body that approves proposals for service-learning designation.

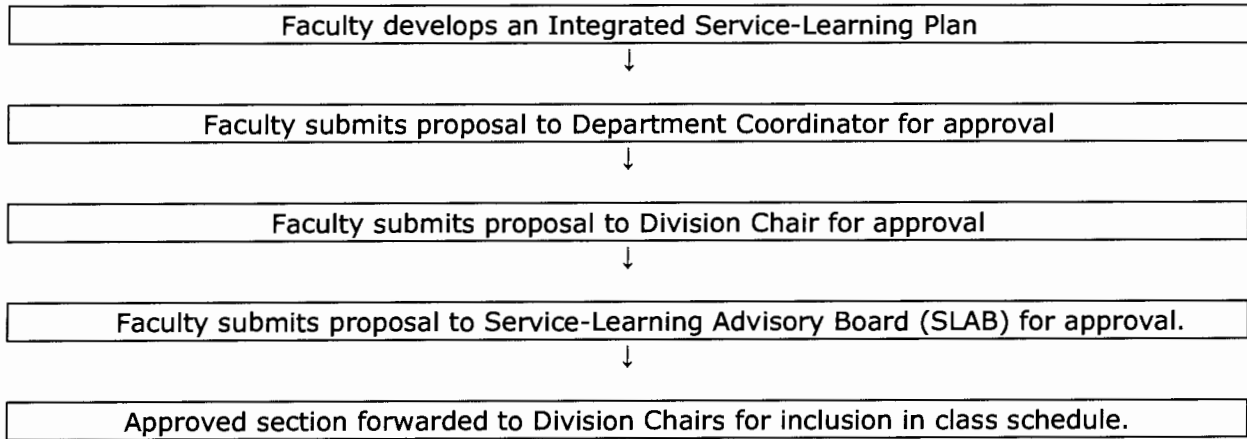
It is through the Service-Learning Grant (SLG) Program that faculty are rewarded and recognized for the time and effort they put into creating service-learning curricula. The designation process does exist without the funds of the SLG program, but the opportunity to monetarily reward and recognize faculty for their extra work is recognized as vital to the success of the service-learning program.

Please note: To view the Salt Lake Community College Mission Statement, Vision Statement and College Goals in their entirety, visit: www.slcc.edu

Review Process for Individual Section Seeking Service-Learning Designation

"Service-Learning Class" is the designation received when every student in the course is required to participate in the service-learning experience. This designation is a per-section designation. Students interested in enrolling in a service-learning class would seek out the particular service-learning section/instructor.

"Service-Learning Component Class" is the designation received when students may choose to opt into the service-learning experience. This designation is a per-section designation. Students interested in enrolling in a service-learning class would seek out the particular service-learning section/instructor.



DEADLINES FOR SUBMISSION of "Service-Learning Class" and "Service-Learning Component Class" designation proposals:

INCLUSION IN PRINTED CLASS SCHEDULE – FALL SEMESTER:

Must be submitted to the Service-Learning Advisory Board by the *first Thursday in January*

INCLUSIONS IN PRINTED CLASS SCHEDULE – SPRING SCHEDULE:

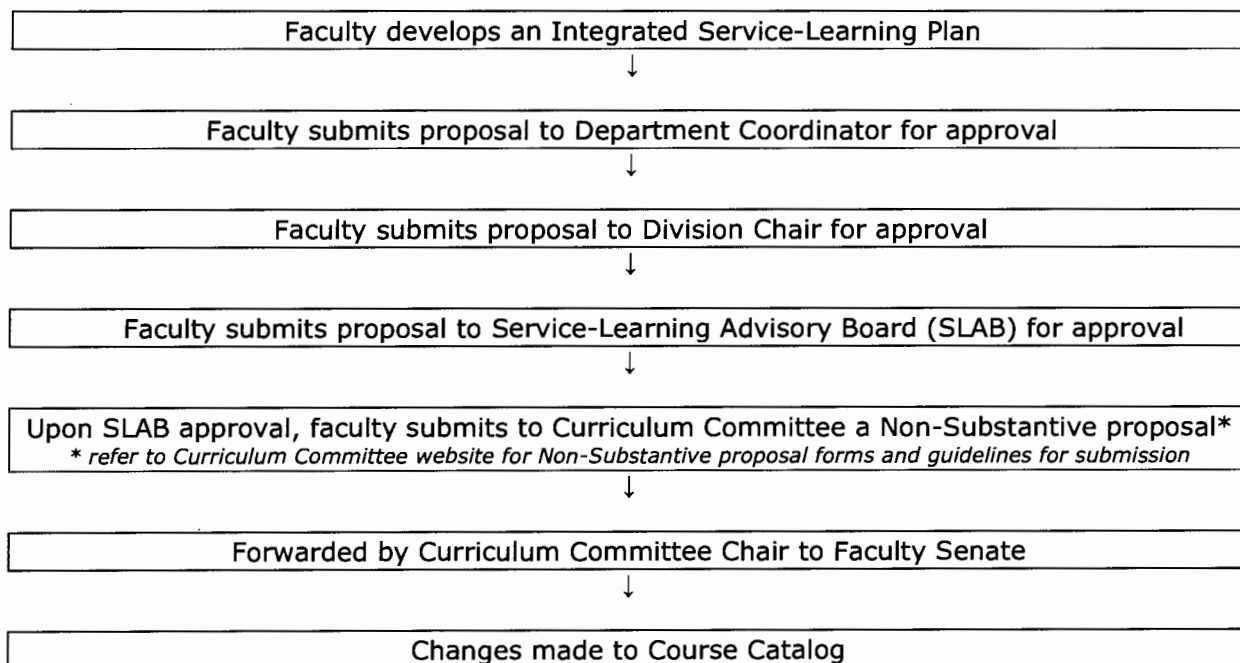
Must be submitted to the Service-Learning Advisory Board by the *first Thursday in September*

INCLUSION IN PRINTED SCHEDULE – SUMMER SEMESTER:

Must be submitted to the Service-Learning Advisory Board by the *first Thursday in January*

Review Process for Course Seeking Service-Learning Designation

"Service-Learning Course" is the designation received when every instructor teaching the course uses service-learning pedagogy. In some cases, the department will create a standard service-learning syllabus for such courses. A service-learning course, in which every section is taught with service-learning, regardless of the instructor, may be designated as either a series of "Service-Learning Classes" or "Service-Learning Component Classes."



DEADLINE FOR SUBMISSION of "Service-Learning Course" Designation Proposals:

INCLUSION IN PRINTED COURSE CATALOG:

Must be submitted to the Service-Learning Advisory Board by the *first Thursday in September*

Guidelines for Developing a Service-Learning Experience

All proposals for service-learning designation will address each of the criteria outlined below. All proposals must follow the format as outlined in this handbook. Proposals must be typed and submitted with the cover page, including appropriate signatures.

Criteria of an Integrated Service-Learning Experience
<p style="text-align: center;">Integrated Service Work</p> <ul style="list-style-type: none">• Faculty will identify one or more course learning objectives that students will address through their service work in the community.• Service-learning activities will be integrated into course work and will serve as the pedagogical method for the chosen course objective(s).• Faculty will indicate in their syllabus the total number of hours students are required to serve in the community. While there is no formal requirement, (15) hours is suggested.
<p style="text-align: center;">Community Partnerships</p> <ul style="list-style-type: none">• Faculty will identify an appropriate community partner(s) in order for course learning objectives to be met.• All partners will be involved in the planning and evaluation of the structured service-learning experience. Partnerships will be respectful and mutually-beneficial.
<p style="text-align: center;">Critical Reflection</p> <ul style="list-style-type: none">• Faculty will structure critical reflection of the service-learning experience. The reflection will create the connection between service work, course objectives and student learning outcomes.• Faculty will structure reflection assignments that guide students to think critically about civic participation and community engagement.• The reflection will serve as the evaluative (graded) measure of students' performance in relation to the service-learning experience.• Criteria and guidelines for service-learning reflection will be included in the syllabi, including the percentage that reflection will represent in the final grade.
<p style="text-align: center;">Evaluation & Dissemination</p> <ul style="list-style-type: none">• A standardized evaluation will be distributed to each faculty member teaching a designated service-learning course. Faculty will be responsible to distribute evaluations to students and to community partners. Faculty will be responsible to collect completed evaluations.• Faculty will indicate such an evaluation requirement in their syllabi.• Faculty will articulate a plan for sharing the project with colleagues, the greater college community and/or the community at large.

Proposal Format for Service-Learning Designation

Referring to the criteria of an Integrated Service-Learning Experience, please address the following questions in your proposal narrative:

1. Identify which course learning objective(s) students will address through their service work in the community.
2. Describe the specific service-learning activity(ies) that will address the above-mentioned course learning objective(s).
3. Indicate the number of hours students will spend serving in the community. Note that while there is no formal requirement, 15 hours is recommended.
4. Identify the community partner(s) you will work with in order to structure this service-learning experience.
5. Articulate the method(s) of critical reflection you will utilize in order to connect the service work to the learning objective(s) of your course.
6. Explain how the reflection assignments and activities will guide students to think critically about civic participation and community engagement.
7. State what percentage of the final grade will be based on the reflection assignments and the service-learning experience. Please be specific in indicating the values of each assignment.
8. **If** applying for "Service-Learning Component Class" designation, please explain how service-learning will be presented to students as an appealing option. In other words, service-learning cannot be *in addition* to all other course assignments, readings and exams for those students who opt into the experience. How will you structure your course to allow service-learning to substitute assignments of comparable rigor and time commitment?
9. Attach a syllabus and indicate where you have articulated, or plan to articulate, the following:
 - Explanation that the course is a service-learning course; include a definition of service-learning.
 - Explanation of how service-learning ties to specific course objectives.
 - Explanation of the service-learning activity(ies) in which students will be engaged.
 - Explanation of assignments and reflection activities specifically related to the service-learning experience.
 - Identification of community partner(s), or the resources students may utilize if required to form their own partnerships.
 - Number of service hours required, as well as the grading scale and articulation of points and percentages related to the service-learning experience, reflection assignments, etc.
10. Explain your plan for sharing this experience with colleagues, the greater college community and/or the community at large.

Cover Page – Proposal for Service-Learning Designation

Applicant Name: _____

Applicant Phone(s): _____
(campus extension) *(other number)*

Applicant e-mail: SLCC Outlook e-mail account _____
(other account)

Proposed Designation (select one):

- Service-Learning Class Designation
- Service-Learning Component Class Designation
- Service-Learning Course Designation

Course Name: _____

Course Abbreviation & CRN: _____

Approvals:

(Department / Program Coordinator) *(date)*

(Division Chair / Supervisor) *(date)*

Signature of Applicant: _____ *(date)*

Return completed proposal to the Thayne Center for Service & Learning.
Direct questions to Gail Jessen, Service-Learning Coordinator
gail.jessen@slcc.edu or (801) 957-4688



Evaluation Form – Proposal for Service-Learning Designation

Applicant Name: _____

Course Abbreviation & CRN: _____

Proposed Designation (select one):

- | | |
|--|--|
| | Service-Learning Class Designation |
| | Service-Learning Component Class Designation |
| | Service-Learning Course Designation |

Criteria	Points
<p align="center">Course Objective Identified</p> <p>The faculty member identified one or more course objectives to be addressed through students' service work in the community. [10 points]</p>	
<p align="center">Service-Learning Activity</p> <p>The faculty member identified one or more specific service-learning activities. The number of hours required is stated. [5 points]</p>	
<p align="center">Community Partnerships</p> <p>The faculty member identified community partners. The faculty member may also identify the type of organization with whom they want to work, if they state they will utilize the Thayne Center to find partnerships. [10 points]</p>	
<p align="center">Critical Reflection</p> <p>The faculty member described specific reflection methods and assignments. Multiple methods of reflection are preferred. [10 points]</p>	
<p align="center">Civic Engagement</p> <p>The faculty member described how the reflection assignments will guide students to think critically about civic participation and community engagement. [10 points]</p>	
<p align="center">Grading Scale & Syllabus</p> <p>The faculty member indicated what percentage of the final grade will be based on the reflection assignments and the service-learning experience. A syllabus is attached with the necessary annotations. [10 points]</p>	
<p align="center">Service-Learning Component Class Addendum</p> <p>The faculty member explained how service-learning will be presented as an appealing option, what assignments will be substituted, etc. [10 points]</p>	
<p align="center">Plan for Sharing the Project</p> <p>The faculty member included a plan to share the project with colleagues, the greater college community and/or the community at large. [5 points]</p>	
<p>TOTAL [60 points possible] [70 point possible for SL Component Class designation]</p>	

1.	Name of Instructor:	
	Semester:	Year:
	Course Name:	
	Course Abbreviation:	
	Service-Learning Section Number:	
	CRN:	
	Choose one: <input type="checkbox"/> Full-time Faculty <input type="checkbox"/> Adjunct Faculty	
	Number of semesters you have taught this course:	
	Number of semesters you have used service-learning to teach this course:	
	Number of students participating in service-learning:	
	Number of service-learning hours required of each student:	

Please Circle Your Numeric Choice		Strongly Disagree	Disagree	Neutral/ Not Applicable	Agree	Strongly Agree
2.	Students more fully understood course content because of their service work in the community.	1	2	3	4	5
3.	Students used knowledge and/or skills from the academic discipline of this course in their service work.	1	2	3	4	5
4.	The community partners students served with fit well with course content.	1	2	3	4	5
5.	Please select the most accurate statement: <input type="checkbox"/> Students were responsible to finding their own community partner. <input type="checkbox"/> I provided a list of approved community partners. <input type="checkbox"/> I assigned students to specific community partners. <input type="checkbox"/> Other (Please explain):					

6.	The critical reflection activities in this course tied the service work to course content.	1	2	3	4	5
Please Circle Your Numeric Choice		Strongly Disagree	Disagree	Neutral/ Not Applicable	Agree	Strongly Agree
7.	The critical reflection activities in this course tied the service work to the concept of civic responsibility.	1	2	3	4	5
8.	The critical reflection activities of this course made the students service work a meaningful experience, in an academic context.	1	2	3	4	5
9.	The student's service work provided a needed service to the community.	1	2	3	4	5
10.	Did you guide/facilitate the student's reflection activities? <input type="checkbox"/> Yes <input type="checkbox"/> No ⇒ If NO, who did guide/facilitate the student's reflection activities?					
11.	How were reflection activities structured (method of reflection, frequency of reflection, product of reflection, etc.)?					
12.	Did the community partner(s) participate in any or all of the reflection activities? <input type="checkbox"/> Yes <input type="checkbox"/> No ⇒ If YES, how did the community partner(s) participate?					
13.	I shared verbal feedback and/or a tangible product related to the student's critical reflection activities with my community partner(s).	1	2	3	4	5
14.	Communication with the community partner(s) was adequate to coordinate the partnership.					
15.	I was in contact with my community partner(s) exchanging feedback. <input type="checkbox"/> Yes <input type="checkbox"/> No ⇒ If YES, how frequently were you in contact with the community partner(s)?					
16.	I shared the course syllabus or at least communicated to the community partner(s) where they fit in the larger picture of the course.	1	2	3	4	5

Please Circle Your Numeric Choice		Strongly Disagree	Disagree	Neutral/ Not Applicable	Agree	Strongly Agree
17.	What would you recommend community partners do differently in the future?					
18.	What did community partners do that was helpful?					
19.	The Thayne Center for Service & Learning was a useful resource in the development of my service-learning course.	1	2	3	4	5
	⇒ Please explain how you utilized the Thayne Center.					
20.	Teaching a service-learning course invigorated my enjoyment of teaching.	1	2	3	4	5
21.	Teaching a service-learning course has increased my interest in experiential pedagogies and classroom innovation.	1	2	3	4	5
22.	I would recommend service-learning as a teaching tool to other faculty members.	1	2	3	4	5
23.	Teaching a service-learning course provided opportunities for scholarship and professional development.	1	2	3	4	5
24.	Implementation of the service-learning pedagogy should be considered when evaluating professional development efforts toward promotion and tenure.	1	2	3	4	5
25.	I intend to continue teaching this course as a service-learning course. <input type="checkbox"/> Yes <input type="checkbox"/> No ⇒ Why, or Why not?					
26.	I am interested in modifying other courses I teach in order to implement the service-learning pedagogy.	1	2	3	4	5

Indicate if any of the following were a reason you decided to teach a service-learning course. Please, select all that apply.		Yes	No
27.	Desire to try something new and different in my classroom.		
28.	Desire to increase the relevance of my course material.		
29.	Encouragement from colleagues/word of mouth.		
30.	Encouragement from academic administrators.		
31.	Desire to connect my students to the larger community.		
32.	Professional reward and recognition.		
33.	Service-Learning Grant Program funding.		
34.	Inherent value of civic participation.		
35.	I am personally involved in the community and want my students to have that same experience.		
36.	Other reason(s). Please explain.		
37.	<p>With at least one service-learning course completed, my most serious concern about teaching a service-learning course is:</p> <p>(Please rank your top 3, with 1 as your highest concern).</p> <p>_____ <input type="checkbox"/> Lack of institutional recognition and support</p> <p>_____ <input type="checkbox"/> Coordination of student placements and community partnerships</p> <p>_____ <input type="checkbox"/> Supervision of students at service sites</p> <p>_____ <input type="checkbox"/> Communication with community partners</p> <p>_____ <input type="checkbox"/> Reduced time for classroom instruction</p> <p>_____ <input type="checkbox"/> Unpredictable nature of community work</p> <p>_____ <input type="checkbox"/> Lack of financial support and reward</p> <p>_____ <input type="checkbox"/> Lack of evidence of significant impact on student learning</p> <p>_____ <input type="checkbox"/> Other:</p>		
38.	What were the most difficult challenges you faced in developing a service-learning course?		
39.	What were the most difficult challenges you faced in teaching a service-learning course?		

40.	What support do you feel you needed and did not receive?
41.	How does the Thayne Center support you and enhance your course?
42.	What could the Thayne Center do for you to support and enhance your course?
43.	What do you wish you had known before you began this process? What advice would you offer to faculty new to the service-learning pedagogy?

44.	<p>Please share your most significant experience (whether a positive or a negative experience) and/or share an outstanding student reflection.</p>
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Thank you for your time!



Service-Learning Program Evaluation STUDENTS

1.	Semester: Course:	Year: Instructor:
2.	Name of community partner organization you served with during this class:	
3.	Approximate number of hours I served with my community partner this semester: <input type="checkbox"/> 1-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-15 <input type="checkbox"/> 16+	
4.	Approximate number of hours I work, for pay, each week: <input type="checkbox"/> I do not work <input type="checkbox"/> fewer than 10 <input type="checkbox"/> 10-20 <input type="checkbox"/> 21-39 <input type="checkbox"/> 40+	
5.	Were you performing community service prior to taking this class?	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.	Do you plan to perform community service after this class?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	⇒ If YES, do you plan to perform community service because of your experience in this class?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	⇒ If NO, why do you not plan to perform community service after this class?	

	Please Circle Your Numeric Choice	Strongly Disagree	Disagree	Neutral/ Not Applicable	Agree	Strongly Agree
7.	I more fully understand course content because of the service work performed.	1	2	3	4	5
8.	I used knowledge and/or skills from the academic discipline of this course in my service work.	1	2	3	4	5
9.	The community partner I served with fit well with course content.	1	2	3	4	5
10.	Please select the most accurate statement: <input type="checkbox"/> I was responsible for finding my own community partner. <input type="checkbox"/> I selected a community partner from a list of options provided by my instructor. <input type="checkbox"/> My instructor assigned me to a specific community partner. <input type="checkbox"/> Other (Please explain):					
11.	The critical reflection activities in this course tied my service work to course content.	1	2	3	4	5
12.	The critical reflection activities in this course tied my service work to the concept of civic responsibility.	1	2	3	4	5

Please Circle Your Numeric Choice		Strongly Disagree	Disagree	Neutral/ Not Applicable	Agree	Strongly Agree
13.	The critical reflection activities in this course made my service work a meaningful experience.	1	2	3	4	5
14.	The way in which the instructor guided and structured the reflection activities was effective.	1	2	3	4	5
15.	My service work provided a needed service to the community.	1	2	3	4	5
16.	Overall, I feel this was an effective service-learning course.	1	2	3	4	5
17.	Overall, I feel the instructor was effective.	1	2	3	4	5

18.	<p>Optional Information</p> <p>Age: _____</p> <p>Marital status: <input type="checkbox"/> Married <input type="checkbox"/> Single</p> <p>Do you have children under age 18 living at home with you? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Do you have a personal vehicle or do you utilize public transportation? <input type="checkbox"/> Personal Vehicle <input type="checkbox"/> Public Transit <input type="checkbox"/> Both</p>
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	<p>Please, feel free to add any additional information and/or comments:</p>
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Thank you for your time!



**Service-Learning Program Evaluation
COMMUNITY PARTNER**

1.	Semester:	Year:
	SLCC Instructor:	
2.	Name of community partner organization:	
3.	Name of community partner representative who worked with students:	
4.	How many service-learning students did you work with this semester?	
5.	How long have you been a community partner with the SLCC service-learning program? <input type="checkbox"/> less than one year <input type="checkbox"/> 1-2 years <input type="checkbox"/> 3-5 years <input type="checkbox"/> 6+ years	

Please Circle Your Numeric Choice		Strongly Disagree	Disagree	Neutral/ Not Applicable	Agree	Strongly Agree
6.	Students provided a service to our organization that otherwise was not provided.	1	2	3	4	5
7.	Students enhanced the capacity of our organization to meet community needs and/or serve our clients.	1	2	3	4	5
⇒ If YES, how did students enhance the capacity of your organization?						
8.	Students took an active interest in understanding the mission of our organization.	1	2	3	4	5
9.	Students provided quality work and/or produced a useful product for our organization.	1	2	3	4	5
10.	What would you have students do differently in partnering with your organization?					
11.	Communication with the instructor was adequate to coordinate the partnership.	1	2	3	4	5
12.	Our organization either saw the course syllabus or at least understood where we fit in the larger picture of the course.	1	2	3	4	5

Please Circle Your Numeric Choice		Strongly Disagree	Disagree	Neutral/ Not Applicable	Agree	Strongly Agree
13.	What would you recommend the instructor do differently in the future?					
14.	What did the instructor do that was helpful?					
15.	We provided the opportunity for students to critically reflect on their service-learning experience while at our organization. <input type="checkbox"/> Yes <input type="checkbox"/> No					
16.	Our organization received either verbal feedback and/or a tangible product related to the student's critical reflection activities. <input type="checkbox"/> Yes <input type="checkbox"/> No					
17.	We feel that our organization enhanced the learning experience of the students.	1	2	3	4	5
18.	We are satisfied with the outcome of this semester's service-learning project(s).	1	2	3	4	5
19.	We would recommend using SLCC service-learning students to other community organizations.	1	2	3	4	5

	<p>Please, feel free to add any additional information and/or comments. You may attach additional pages if necessary or desired.</p>
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Thank you for your time!