Service-Learning Handbook

Developed by the Kimmel Student Involvement Center

July 2016
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Service-Learning @ SIUE

At Southern Illinois University Edwardsville, Service-Learning is an important part of our curriculum offered on the campus. Through the partnership of the Kimmel Student Involvement Center, the SIUE faculty, and SIUE staff, students can take advantage of this wonderful opportunity to gain enriching experiences that will not only broaden their own educational background, but will allow them be entrenched in activities that give back to our communities.

As defined by Fayetteville State University,

*Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities (Learn and Serve America National Service Learning Clearinghouse).*

*Service learning is a process of involving students in community service activities combined with facilitated means for applying the experience to their academic and personal development. It is a form of experiential education aimed at enhancing and enriching student learning in course material. When compared to other forms of experiential learning like internships and cooperative education, it is similar in that it is student-centered, hands-on and directly applicable to the curriculum.* ([http://www.uncfsu.edu/civic-engagement/service-learning/definition-of-service-learning](http://www.uncfsu.edu/civic-engagement/service-learning/definition-of-service-learning)).

The following manual will provide valuable resources and guidelines on implementing an effective service-learning activity. In addition, more details can be found at: [siue.edu/kimmel/community](http://siue.edu/kimmel/community).
Why to provide a Service-Learning Opportunity for students?

At SIUE, service-learning is an important part of academics that enhances the student’s overall learning experience. Classes with this component challenge students to take the skills they have learned and apply them to the real world.

Students who participate in service-learning are provided with a safe, meaningful educational and non-paid position with a nonprofit agency or organization.

The benefits of service-learning for the students include:
- Exploring and learning about a chosen career
- Learning about new career opportunities
- Networking for jobs
- Gaining references
- Developing critical skills
- Building an exceptional resume
- Improving interview skills

Not only do the students gain much from this experience, but the benefits to you include:
- Opening doors for students to learn more outside of the classroom
- Providing an exciting curriculum for the student
- Helping students gain experiences that will enhance their future careers
- Helping SIUE gain continued recognition in regards to community service
Steps for setting up the Service-Learning program

The Kimmel Student Involvement Center is here to provide you support and guidance in setting up your service-learning program. These simple steps will assist you in providing this unique opportunity for our students.

1. Determine service-learning site

2. Determine if this is for one/a few/all students

3. Complete the appropriate required form for each student
   a. Service-Learning Agreement Form

4. Share appropriate information with student(s) regarding program and the necessary documents needed to be completed at conclusion of program
   a. Student Tracking Form
   b. Service Site Assessment
   c. Student Assessment

5. Complete the following form
   a. Faculty Assessment

6. Contact Sarah Laux (Kimmel Student Involvement Center) if questions regarding service site

   **Sarah Laux, Assistant Director, Kimmel Student Involvement Center**
   **slaux@siue.edu; 618-650-2690**
SERVICE-LEARNING AGREEMENT FORM

Student Last Name ___________________________ Student First Name ___________________________
E-mail Address ________________________________
Service Start & End Dates ______________________ - _______________________
Agency Name ________________________________
Agency Address ________________________________
Site Supervisor ___________________________ Title ________________________________
Phone ___________________________ Email ________________________________

Course ___________________________ Department ___________________________
Faculty ___________________________ Title ________________________________
Phone ___________________________ Email ________________________________

Brief Description of Service ________________________________________________________________________________________

Learning Objectives (Refer to faculty for assistance with these)
1. ____________________________________________________________________________________________
2. ____________________________________________________________________________________________
3. ____________________________________________________________________________________________

As a Service Learner I agree to:
☐ Attend appropriate times at site and other activities related to service site
☐ Call my site if I am unable to make my regularly scheduled time
☐ Act in a professional manner when at my site
☐ Fill out and return all appropriate paperwork within designated time frame
☐ Notify my Site Contact if I am having problems with my site, or notify my student coordinator or professor if
problems cannot be resolved by talking to the site contact
☐ Keep track of my hours throughout the semester
Student Signature ___________________________ Date _______________

As a Community Partner with the SIUE Service Learning Program I agree to:
☐ Provide a thorough orientation and discuss learning objectives with Service Learners
☐ Place students in volunteer situations which will be complementary to their class work
☐ Be available to the Service Learners to discuss any problems or issues that may arise
☐ Keep in contact with Service Learners to let them know of things like an agency calendar or special events
☐ Provide feedback on the Service Learner’s performance
Site Supervisor Signature ___________________________ Date _______________

As a Professor using service learning I agree to:
☐ Provide guidance to help students relate their volunteer experience to their class work
☐ Check in with students to help ensure service experiences are going well
☐ Communicate with the Service Learning Program about any problems that arise during the semester
☐ Help students reflect on their service and social justice issues they may encounter
Professor Signature ___________________________ Date _______________

The SIUE Service-Learning Program agrees to:
☐ Maintain communication between student, professor, and agency to facilitate a positive learning experience
☐ Provide additional services such as reflection sessions and encourage students to come in for help or advice concerning their service experience.
## Student Tracking Form

<table>
<thead>
<tr>
<th>Name:</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Professor:</td>
</tr>
</tbody>
</table>

### Community-Based Organization Info.

<table>
<thead>
<tr>
<th>Address:</th>
<th>Service-Learning Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone #:</td>
<td>Begins:</td>
</tr>
<tr>
<td></td>
<td>Ends:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Hours</th>
<th>Activities</th>
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<tbody>
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</table>

**Total Hours to Date:**

**Student Signature:**

**Site Supervisor Signature:**

**Course Supervisor Signature:**
SERVICE SITE ASSESSMENT OF SERVICE-LEARNING

Organization ____________________________________________________________
Contact Person __________________________________ Title ____________________
Address _____________________________________________________________________________________________________________
City ____________________________________________________________________________
Phone # (______) _________________________ Fax (_______) _____________________________

Student Volunteer’s Name ____________________________________________
Beginning Date: __________________________ Ending Date: ______________________________

<table>
<thead>
<tr>
<th>ATTITUDE-APPLICATION TO WORK</th>
<th>DEPENDABILITY</th>
<th>INITIATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding in enthusiasm</td>
<td>Completely dependable</td>
<td>Proceeds well on his/her own</td>
</tr>
<tr>
<td>Very interested and industrious</td>
<td>Above average in dependability</td>
<td>Goes ahead independently at times</td>
</tr>
<tr>
<td>Average in diligence and interest</td>
<td>Usually dependable</td>
<td>Does all assigned work</td>
</tr>
<tr>
<td>Somewhat indifferent</td>
<td>Sometimes neglectful or careless</td>
<td>Hesitates</td>
</tr>
<tr>
<td>Definitely not interested</td>
<td>Unreliable</td>
<td>Must be pushed frequently</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUALITY OF WORK</th>
<th>RELATIONS WITH OTHERS</th>
<th>MATURITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Exceptionally well accepted</td>
<td>Confident/mature in judgment</td>
</tr>
<tr>
<td>Very good</td>
<td>Works well with others</td>
<td>Has self-assurance</td>
</tr>
<tr>
<td>Average</td>
<td>Gets along satisfactorily</td>
<td>Average maturity/self-assurance</td>
</tr>
<tr>
<td>Below average</td>
<td>Has difficulty working with others</td>
<td>Seldom asserts himself or herself</td>
</tr>
<tr>
<td>Very poor</td>
<td>Works very poorly with others</td>
<td>Timid</td>
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</tbody>
</table>

Overall performance: ☐ Outstanding ☐ Very Good ☐ Average ☐ Marginal ☐ Unsatisfactory

The student’s outstanding personal qualities are: ______________________________________________________________
_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________

Personal qualities which the student should improve: ____________________________________________________________
_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________

For information contact: Sarah Laux, Assistant Director 618-650-2686 slaux@siue.edu

Please return to: Sarah Laux, Assistant Director
Southern Illinois University Edwardsville
Kimmel Student Involvement Center
Box 1168
Edwardsville, IL 62026-1168
STUDENT ASSESSMENT OF SERVICE-LEARNING

By completing this assessment, you will assist your professor and the Kimmel Student Involvement Center in offering effective service learning at SIUE. Thank you!

First, some information about you:

1. What is your class level?  □ Freshman  □ Sophomore  □ Junior  □ Senior  □ Grad

2. What is your major?  

3. What is the name and number of the course you are assessing?  

4. What is your professor’s name?  

5. What is the name of the community partner/agency you have worked with through this course?  

6. How many weeks during the semester did you engage in your service activity?  

7. How many total hours during the semester did you engage in your service activity?  

Next, your perspective on your service activity:

8. The service component of this course helped me to:

   A. Better understand the required lectures and readings.  □ strongly agree  □ agree  □ disagree  □ strongly disagree

   B. See how the subject matter I learned can be useful in everyday life.  □ strongly agree  □ agree  □ disagree  □ strongly disagree

   C. Become more aware of some of my own biases or prejudices.  □ strongly agree  □ agree  □ disagree  □ strongly disagree

   D. To learn how I can become more involved in my community.  □ strongly agree  □ agree  □ disagree  □ strongly disagree

   E. Have a better understanding of my role as a citizen.  □ strongly agree  □ agree  □ disagree  □ strongly disagree

   F. In thinking about my vocational choices.  □ strongly agree  □ agree  □ disagree  □ strongly disagree

   G. Become more likely to volunteer in the community in the future.  □ strongly agree  □ agree  □ disagree  □ strongly disagree

   H. Encourage other students to take courses that offer service learning  □ strongly agree  □ agree  □ disagree  □ strongly disagree

9. I would like to take more courses that include service-learning.  □ strongly agree  □ agree  □ disagree  □ strongly disagree

10. My agency/site provided challenging, meaningful, and educational tasks for me to accomplish.  □ strongly agree  □ agree  □ disagree  □ strongly disagree

11. In the space below, please describe in your own words your thoughts, both positive and negative, about your service experience.

Please return this form to: Sarah Laux, Assistant Director  slaux@siue.edu
This assessment will provide valuable information to the Kimmel Student Involvement Center as we continue to promote the integration of service learning into the academic programs at SIUE. Thank you for taking the time to complete this form.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The service learning component of my course helped students see how the subject matter they learned can be used to address community issues.</td>
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<tr>
<td>2. The service learning component helped students better understand course lectures and readings.</td>
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<td>3. The service learning component had a positive effect on class discussion.</td>
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<td>4. The service learning component helped students think about active citizenship.</td>
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<td>5. The service that students performed benefited the community.</td>
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<td>6. Overall, the use of service learning in this course improved this course.</td>
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<td>7. The use of service learning has opened new research possibilities for me.</td>
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<td>8. I was pleased with the community site(s) where the students served</td>
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</tbody>
</table>
9. In what ways did you incorporate service projects into the activities of the course? Check all that apply:
   - Reflection papers
   - Journals
   - Class discussions
   - Case studies
   - Portfolios
   - Tests
   - Student presentations
   - Other ways (please be specific)

10. Did you use the Kimmel Student Involvement Center in any of the following ways? Check all that apply:
    - To help find placement for students
    - To sign up students for service
    - To participate in reflection or in-class discussion
    - Other ways (please be specific)

11. If you collaborated with the Kimmel Student Involvement Center in planning and implementing service, how would you rate the assistance?
    - Excellent
    - Good
    - Fair
    - Poor
    - Not Applicable

12. Are you willing to serve as a resource for other faculty members who are considering integrating service-learning into their courses?
    - Yes
    - No

13. Please share any comments you care to add about your service-learning experience.

________________________________________________________

Thank you for your time and support to Service-Learning @ SIUE!

Please return to: 
Sarah Laux, Assistant Director 
Southern Illinois University Edwardsville 
Kimmel Student Involvement Center 
Box 1168 
Edwardsville, IL 62026-1168
Student Learning and Development Outcomes

Intellectual growth
Employ critical-thinking skills to address social issues in the community; use complex information from a variety of sources (including personal experience and observation) to form an opinion or make a decision.

Effective communication
Write and speak coherently and effectively; listen effectively and be able to engage in controversy with civility; make presentations or give performances.

Career exploration
Articulate career choices based on an assessment of interests, values, skills, and abilities; document knowledge, skills, and accomplishments resulting from community-based learning; articulate the characteristics of a preferred work environment.

Collaboration
Work cooperatively with others; seek the involvement of others; elicit feedback from others; contribute to the achievement of group goals.

Social and civic responsibility
Demonstrate civic engagement in campus, local, national, and global communities; participate in the development, maintenance, or orderly change of community, social, and legal standards or norms; appropriately challenge unfair, unjust, or uncivil behavior in the community.

Appreciation of diversity
Seek involvement with people different from oneself; challenge appropriately the abusive use of stereotypes by others; develop an informed perspective on issues of diversity and democracy.

Adapted from: Western Carolina University (2016) [www.wcu.edu/learn/academic-enrichment/center-for-service-learning](http://www.wcu.edu/learn/academic-enrichment/center-for-service-learning).