



Service-Learning Handbook

Developed by the Kimmel Student Involvement Center

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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>).

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.

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



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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.



SERVICE SITE ASSESSMENT OF SERVICE-LEARNING

Organization _____

Contact Person _____ Title _____

Address _____

City _____

Phone # (_____) _____ Fax (_____) _____

Student Volunteer's Name _____

Beginning Date: _____ Ending Date: _____

<p>ATTITUDE-APPLICATION TO WORK</p> <p><input type="checkbox"/> Outstanding in enthusiasm</p> <p><input type="checkbox"/> Very interested and industrious</p> <p><input type="checkbox"/> Average in diligence and interest</p> <p><input type="checkbox"/> Somewhat indifferent</p> <p><input type="checkbox"/> Definitely not interested</p>	<p>DEPENDABILITY</p> <p><input type="checkbox"/> Completely dependable</p> <p><input type="checkbox"/> Above average in dependability</p> <p><input type="checkbox"/> Usually dependable</p> <p><input type="checkbox"/> Sometimes neglectful or careless</p> <p><input type="checkbox"/> Unreliable</p>	<p>INITIATIVE</p> <p><input type="checkbox"/> Proceeds well on his/her own</p> <p><input type="checkbox"/> Goes ahead independently at times</p> <p><input type="checkbox"/> Does all assigned work</p> <p><input type="checkbox"/> Hesitates</p> <p><input type="checkbox"/> Must be pushed frequently</p>
<p>QUALITY OF WORK</p> <p><input type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Very good</p> <p><input type="checkbox"/> Average</p> <p><input type="checkbox"/> Below average</p> <p><input type="checkbox"/> Very poor</p>	<p>RELATIONS WITH OTHERS</p> <p><input type="checkbox"/> Exceptionally well accepted</p> <p><input type="checkbox"/> Works well with others</p> <p><input type="checkbox"/> Gets along satisfactorily</p> <p><input type="checkbox"/> Has difficulty working with others</p> <p><input type="checkbox"/> Works very poorly with others</p>	<p>MATURITY</p> <p><input type="checkbox"/> Confident/mature in judgment</p> <p><input type="checkbox"/> Has self-assurance</p> <p><input type="checkbox"/> Average maturity/self-assurance</p> <p><input type="checkbox"/> Seldom asserts himself or herself</p> <p><input type="checkbox"/> Timid</p>

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 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.	<input type="checkbox"/> strongly agree	<input type="checkbox"/> agree	<input type="checkbox"/> disagree	<input type="checkbox"/> strongly disagree
B. See how the subject matter I learned can be useful in everyday life.	<input type="checkbox"/> strongly agree	<input type="checkbox"/> agree	<input type="checkbox"/> disagree	<input type="checkbox"/> strongly disagree
C. Become more aware of some of my own biases or prejudices.	<input type="checkbox"/> strongly agree	<input type="checkbox"/> agree	<input type="checkbox"/> disagree	<input type="checkbox"/> strongly disagree
D. To learn how I can become more involved in my community.	<input type="checkbox"/> strongly agree	<input type="checkbox"/> agree	<input type="checkbox"/> disagree	<input type="checkbox"/> strongly disagree
E. Have a better understanding of my role as a citizen.	<input type="checkbox"/> strongly agree	<input type="checkbox"/> agree	<input type="checkbox"/> disagree	<input type="checkbox"/> strongly disagree
F. In thinking about my vocational choices.	<input type="checkbox"/> strongly agree	<input type="checkbox"/> agree	<input type="checkbox"/> disagree	<input type="checkbox"/> strongly disagree
G. Become more likely to volunteer in the community in the future.	<input type="checkbox"/> strongly agree	<input type="checkbox"/> agree	<input type="checkbox"/> disagree	<input type="checkbox"/> strongly disagree
H. Encourage other students to take courses that offer service learning	<input type="checkbox"/> strongly agree	<input type="checkbox"/> agree	<input type="checkbox"/> disagree	<input type="checkbox"/> strongly disagree
9. I would like to take more courses that include service-learning.

<input type="checkbox"/> strongly agree	<input type="checkbox"/> agree	<input type="checkbox"/> disagree	<input type="checkbox"/> strongly disagree
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10. My agency/site provided challenging, meaningful, and educational tasks for me to accomplish.

<input type="checkbox"/> strongly agree	<input type="checkbox"/> agree	<input type="checkbox"/> disagree	<input type="checkbox"/> strongly disagree
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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



FACULTY ASSESSMENT OF SERVICE-LEARNING

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.

Semester and Year _____

Name of Faculty Member _____

Department _____

Course Name and Number _____

Number of Student(s) _____

Community Site(s) _____

Table with 6 columns: Statement, Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree. Rows 1-8 contain service learning assessment statements.



FACULTY ASSESSMENT OF SERVICE-LEARNING (continued)

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



Kimmel Student Involvement Center

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.