

Service-Learning at NWTTC

Faculty Guide

NWTTC Service-Learning & Civic Engagement

SERVICE-LEARNING

Northeast Wisconsin Technical College

Encouraging Volunteerism

Connecting Learning to the Real World

Fostering Civic Responsibility

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Introduction to Academic Service-Learning at NWTC

Definition of Service-Learning at NWTC:

- Is integrated into and enhances the curriculum providing an opportunity for students to apply skills learned in the course, certificate, or program.
- Is a method of teaching and learning.
- Requires student reflection.
- Connects learning and assessment in the real world.
- Fosters civic responsibility.
- Addresses a community issue and/or enhances community development.
- Is mutually beneficial to the learner and the community.

Strategic Direction, Mission, Vision and Values

Future 2018: Strategic Directions Laying the Foundation for the Next 100 Years

Strategic Goal: “By 2018 the expectation is that authentic service-learning experiences will be embedded throughout the district and its programs of study.”

The Service-Learning Team will continue to work toward the goal set forth by Dr. Rafn to incorporate Service-Learning into every NWTC program as enumerated by Future 2018.

Service-Learning activities naturally align with NWTC’s

Mission of providing education, training, and life-long learning opportunities for individuals and businesses leading to the development of a skilled workforce.

Vision of providing all learners with the highest quality, life-long learning opportunities so they may continue learning and successfully engage in a career that enhances their quality of life in a global community.

Values of customer service, everyone has worth, passion and inspiration, creativity and innovation, collaboration, and emotional intelligence.

Service-Learning Support: We Can Assist You...

The service-learning team serves as the primary campus resource for the coordination and promotion of service-learning activities. We serve faculty, community partners, and students; we also coordinate academic internships and community engagement activities.

For Faculty Support we will:

- Help incorporate service-learning into your syllabus.
- Explain service-learning to your students and orientate them to the activity.
- Provide exactly as much (or as little!) help as you would like.
- Participate in projects as needed.
- Help see your project through to completion.
- Assist you in problem solving and troubleshooting.
- Recommend reflection activities and resources.
- Support discussions inside and outside of the classroom, and assist with the facilitation of in-class reflection sessions.

With Community Partners we will:

- Identify needs in the community.
- Connect you with an appropriate community partner.
- Serve as a liaison to community partners and coordinate service-learning activities.
- Draft a Memoranda of Agreement between you and the community partner.
- Mediate and mitigate situations should they arise.
- Survey community partners to ensure needs are being met.

For Project Collection we will:

- Maintain institutional records on service-learning activities.
- Streamline the documentation process.
- Collect your projects via email, phone, or in-person interview.
- Accommodate your personal preferences.
- Send faculty-wide “last call” emails reminding you to document your projects before the project intake cutoff date.
 - Note: projects are only eligible for nomination for the President’s Service-Learning Award and inclusion in our annual publications if they are collected through our office!

Section 1: Service-Learning Principles and Best Practices

Characteristics of effective Service-Learning Projects

Connection to Academic Learning

Students should be able to directly link what they are learning in the classroom to what they are experiencing in the community, this enhances the student's understanding of the course content. The service activity should be connected to course objectives and learning outcomes.

Reflection and Assessment

The quantity and quality of student reflections contribute to a deeper understanding and better application of subject matter, increased knowledge of social agencies, increased complexity of problem and solution analysis, and greater use of subject matter in analyzing a problem. It is also important for faculty to be assessing the impact on both students and community members/organizations throughout the service-learning experience.

Placement Quality

The establishment of quality community partnerships will provide productive learning solutions for students as well as genuinely useful resources to the community.

Community Voice

Community voice is vital to service-learning. Its presence in a project is a predictor of students gaining cultural appreciation, rewards in service, a better understanding of the community, and identification with community partners.

Adapted from: Eyer, Janet and Dwight Giles, Where's the Learning in Service-Learning? San Francisco: Jossey-Bass, 1999.

Did you know? Research has shown that service-learning can positively impact the graduation rates and retention of college students (*Bringle, Hatcher, & Muthiah, 2010; Gallini & Moely, 2003; Keup, 2005-6; Lockeman & Pelco, 2013; Nigro & Farnsworth et al., 2009*), regardless of institutional context (*Reed et al., 2015*). A recent project led by national Campus Compact examined the extent to which service learning and peer mentoring could help better connect students in remedial classes to the institution. They found that it did help retain students better (with statistical significance), and also proved beneficial for the peer mentors as well (*Berger, 2015*).

Principles and Best Practices for Service-Learning

1. In a service-learning course/project, the grade and credit is for the learning, not for service.

Academic credit should not be awarded simply for performing service, but rather for the students' demonstration of academic and civic learning.

2. Do not compromise academic rigor.

Students engaged in service-learning should be provided with the same opportunities for academic rigor and should be under equal – if different – criteria as are students engaged in non-service-based courses or projects.

3. Establish learning objectives up front.

Learning goals in the service-learning classroom, as in any other classroom, should be articulated clearly, as should criteria for student assessment. When appropriate, students can participate in the creation of learning goals and assessment criteria.

4. Establish criteria for the selection of the service placement.

Faculty who are deliberate about establishing criteria for selecting service-learning partnerships will find that students are able to extract more relevant learning from their experiences, and are more likely to meet course learning objectives, than are students who are engaged in academically inappropriate (if meaningful) service.

5. Provide educationally sound learning strategies to harvest community learning and realize course objectives.

Careful thought should be given to learning activities that encourage the integration of experiential and academic learning. Activities such as classroom discussions, presentations, journals and paper assignments can support analysis of service experiences in the context of the course academic and civic learning objectives.

6. Minimize distinction between the community learning role and the classroom learning role.

Re-norming the traditional classroom toward one that values students as active learners encourages active learning and is consistent with active civic participation that service-learning seeks to foster. Students also bring information from the community to the classroom that can be utilized on behalf of others' learning.

7. Rethink the faculty instructional role.

If faculty encourage students' active learning in the classroom, what would be a resulting change in one's teaching role? This principle advocates that service-learning teachers, too, rethink their roles. An instructor role that would be most compatible with an active student role shifts away from a sole reliance on transmission of knowledge and toward mixed pedagogical methods that include learning facilitation and guidance.

8. Be prepared for uncertainty and variation in learning outcomes.

For faculty who value homogeneity in student learning outcomes, as well as control of the learning environment, service-learning may not be a good fit. In college courses, learning strategies largely determine student outcomes, and this is true in service-learning courses, too. In service-learning courses, given variability in service experiences and their influential role in student learning, one can anticipate a greater array of student learning outcomes.

9. Service-learning is designed to be fully integrated into the course;

Service-Learning should not be viewed or presented as "additional work" for the students.

10. Service-learning can be offered as an option for certain course competencies.

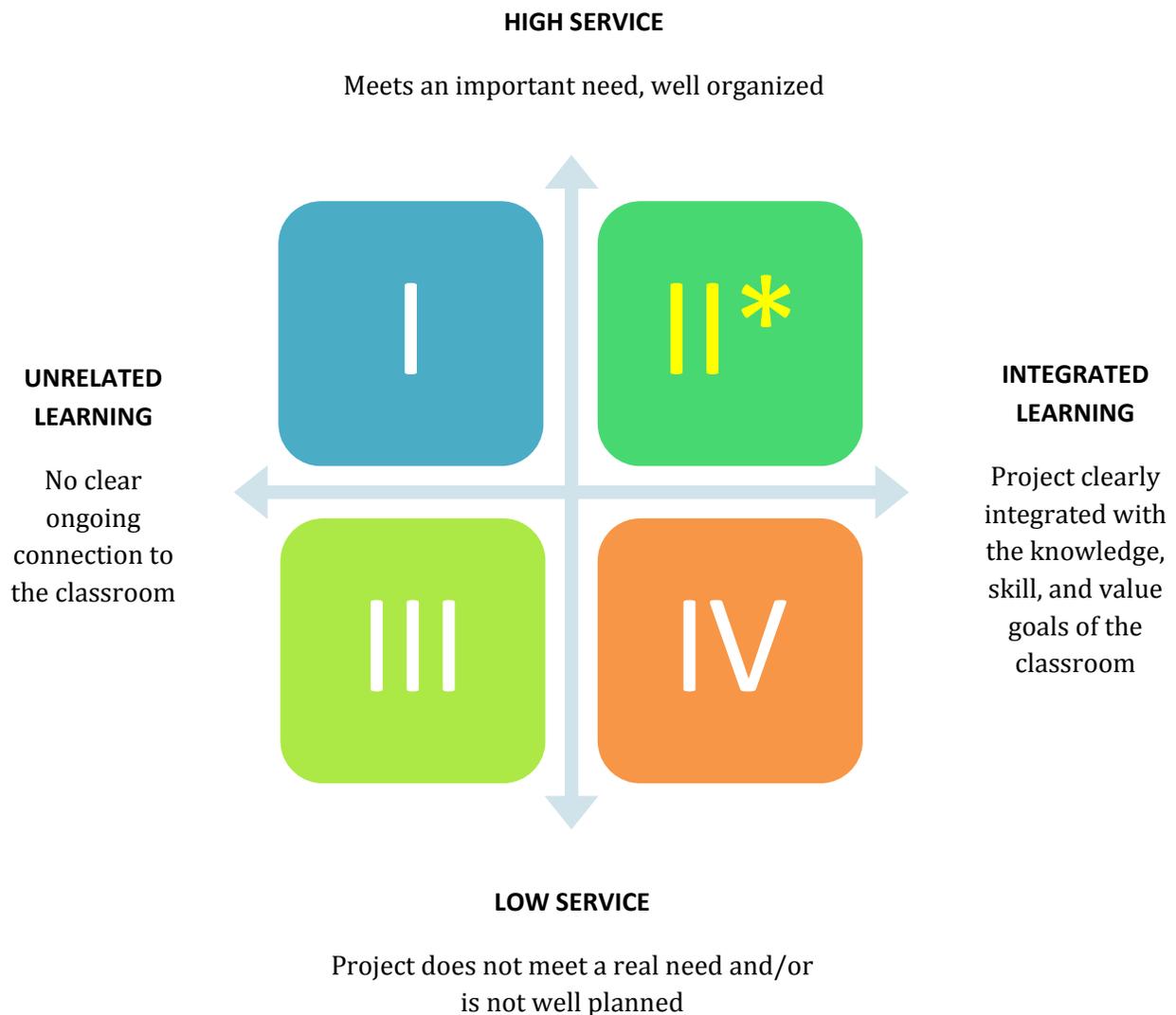
It is not necessary for every student to participate in service-learning. Students who do participate in service-learning can bring their experiences back to the classroom (online or face-to face) where all students can benefit.

11. Celebrate and exhibit the final result of service-learning projects!

Adapted from: Howard, Jeffery. "Principles of good practice for service-learning pedagogy." Michigan Journal of Community Service Learning. Summer (2001): 16-19

Section 2: Connecting Service and Learning

Service-Learning Quadrant



Ideally, service-learning projects should fall in quadrant II, although they will fall in different areas of the quadrant. The need met may be greater in some projects than in others. It is essential to always strive for the greatest level of learning.

The Service-Learning Quadrant was designed by the Service-Learning Center at Stanford University in 2000.

PARE MODEL – SERVICE-LEARNING ESSENTIAL ELEMENTS

Essential elements of service-learning can be described using the **PARE Model**.

Preparation
Action
Reflection
Evaluation

In this model, the actual service (**Action**) is only one of four parts that are important elements of service-learning.

- **Preparation** entails the time you spend thinking about what this service project is going to entail **before** you actually do it.
 - Who will you be working with?
 - Why was this partner chosen?
 - What kind of project are you doing and who developed the project?
 - What should you know about the people or office with whom you'll be working?
 - What are you hoping to learn from this project?
 - How will you figure out what you have learned?
- **Action** is the actual time you spend doing the service project. In service-learning, the project you are doing should be **reciprocal** in nature. It will not only be addressing a need that the community partner has identified as an important priority, but will also provide valuable learning outcomes for your students.
- **Reflection** is what you do during and after the service project to process what you have learned. Reflection provides learners with an opportunity to:
 - Think critically about their experience within the context of the courses learning outcomes.
 - Understand the complexity of the experience and put it in a larger context
 - Challenge their own attitudes, assumptions, privileges, prejudices, stereotypes, and beliefs.
 - Transform a single project into further involvement and/or broader issue awareness.
- **Evaluation** and Assessment are the important elements of looking back on the experience and thinking about how it worked for you and for those with whom you were working.
 - To what extent did the experience meet your expectations?
 - What might have helped make your experience better?
 - What community needs did your service fulfill?
 - What community needs were not addressed?

SIX MODELS OF SERVICE-LEARNING

To ensure a quality service-learning experience:

1. Clearly identify the desired outcomes.
2. Partner with a community based organization with a need that directly relates to that outcome.
3. Present students with a project to accomplish or a problem to solve; one that is directly related to the desired learning outcome.
4. Prepare the student for the service-learning experience.
5. Employ ongoing reflection and assessment.

PLACEMENT MODEL

- Students go to an agency or service site multiple times, usually throughout the semester.
- Students tend to have direct contact with clients or issues; students fulfill typical service roles.
- Students journal their experiences along the way.

NWTC Example of Placement Model: Students from our Early Childhood class worked at a facility with teen mothers and their children. The project goal was to help the teen moms improve their parenting skills and to promote healthy child development. The students received hands-on experience working with children and the mothers learned valuable information about raising healthy children.

Potential Pros	Potential Cons
Exposure to social justice issues	Safety and transportation
Fosters personal development	Background checks/age limits
Professional skills	Scheduling challenges
Exposure to vocational roles	Less faculty interaction

PROJECT MODEL

- Students undertake a project on behalf of an agency.
- Sometimes this is a research project.
- This model contains everything that doesn't quite fit into other models.

NWTC Example of Project Model: Students in our Microbiology class engaged in a research project to determine how infectious agents are spread. The students handed out test tubes of simulated infectious agents to party-goers, who exchanged the test tube contents with other people. The test tubes were collected and the spread of the simulated disease was analyzed. Students received hands-on experience conducting research.

Potential Pros	Potential Cons
Interdisciplinary and across grade levels	Projects can sometimes get too large
Flexible scheduling/transportation	Need to stick to curricular objectives
Lots of room for student voice, leadership, creativity, and ownership	Large class sizes

PRODUCT MODEL

- Students create a deliverable product for an agency or cause, using the skills and knowledge they are gaining in class.
- Students usually do not work on the product at the agency.
- Often students work on the product as a group.

NWTC Example of Product Model: Students in our Graphic Design and Marketing class worked with a non-profit agency (ex. the Salvation Army) to create promotional materials for their program. The students received real-world client experience and the agency received high-quality marketing materials.

Potential Pros	Potential Cons
Opportunity for interdisciplinary and cross-level grade work	Dependability and scheduling of the community partner
Can be done in the classroom	Less exposure to social justice issues
Students directly apply learning—assignments can be easy to create	Some students may invest more than others within the group
Encourages teamwork	Expenses may be incurred (printing, paper, etc.)
Brings the community into the classroom	

PRESENTATION MODEL

- Students take what they are learning and create a presentation to deliver to other community members.
- Learning is reinforced by having to “teach” course material to someone else in a real-life setting.

NWTC Example of Presentation Model: Students in our Dental Hygiene department taught appropriate dental hygiene to women in a homeless shelter. Students were able to showcase their knowledge and acquired teaching experience. The recipients learned valuable dental hygiene information.

Potential Pros	Potential Cons
Gives an opportunity for public speaking	Limited exposure (usually only one or two presentations per semester)
Gives the opportunity to “teach”	Be careful not to lose the course material—don’t water it down
Gives ownership of learning the material well	May be a challenge to find a community partner with a need that will match the curriculum

PRESENTATION PLUS MODEL

- Very similar to Presentation Model, but presentations are given in a Fair or Conference format.

NWTC Example of Presentation Plus Model: Students in a Nursing Clinical class presented information to participants at a skin cancer screening fair. Students were able to share their knowledge and practice interacting with potential patients. Participants learned important information about skin cancer prevention.

Potential Pros	Potential Cons
Learners have the ownership of learning the material well	Limited Exposure (Fair/Conference is a single event)
Empowerment of teaching something	Be careful not to lose the course material—keep the integrity of the course
Opportunity for public speaking/group work	May be difficult to find a community partner

EVENT MODEL

- Bring recognition to a community need through an event that will attract attention and recognition to the issues or problem.
- Inter-disciplinary
- Include private and public sector
- Inter-collegial
- Design events for the faculty to plug into

NWTC Example of Event Model: Event Planning and Marketing students planned and executed a community-wide fundraiser for cancer patients. Students were involved each step of the process from beginning to end, applying materials learned in the course. Cancer patients received funds to offset their medical expenses.

Potential Pros	Potential Cons
High profile	High profile
Community-wide impact	Community-wide impact (extremely large)
Positive image	Challenge of many voices
Individual expression	Requires lots of planning
Educational/advocacy focus	Can slip into community services versus service-learning

Service-Learning can be incorporated into the classroom in a variety of ways; Kim Jensen Bohat, Marquette University, and Suzanne Goodrich, Milwaukee Area Technical College, presented the Six Models of Service-Learning at the Wisconsin Campus Compact Service-Learning Summit, "Transforming Lives," September 13, 2007. They have graciously given permission to share their work.

*These models are also available in a convenient flip book for easy reference. For copies contact the Service-Learning Team. All examples are taken from actual NWTC service-learning projects.

Service Learning Project Options

Types of Service

- **Direct Service:** Direct service involves providing service directly to individuals at the agency site or in the community, person to person, face to face. Examples of direct service include tutoring or mentoring others, serving meals at a soup kitchen, conducting health screenings for low income families, and assisting elderly persons.
- **Indirect Service:** Indirect service typically involves a project with an impact on the community as a whole but does not involve working directly with the individuals the agency serves. Examples include raising money for a cause, building a playground for children, collecting and analyzing water samples, and sorting food donations.
- **Advocacy:** Advocacy creates awareness or promotes action of an issue of public interest. I.e. writing letters, sponsoring meetings, and public speaking. Students learn about perseverance; understanding rules, systems, and processes.
- **Research:** Research involves students in finding, gathering, and reporting on information that is of interest to the public. I.e. surveys, evaluations, experiments, interviews. Students will learn to gather information, make discriminating judgments and work systematically. This will also enhance skills in organization, assessment and evaluation.

Project Requirements

- **Required within a course:** When service-learning is an integrated aspect of the course, the expectations should be clearly stated during the first class meeting, on the syllabus, with a clear rationale provided for the students as to why the service-learning component is required.
- **Optional within a course:** When students have the option to become involved in a service-learning project, a portion of the normal coursework is to be substituted by the service-learning component.
- **Capstone Project or Internship:** Service-Learning projects can be designed as capstone projects within a program or discipline. The service acts as a point of focus for synthesizing and applying the students' knowledge. Service-Learning internships are more lengthy and intense than traditional service-learning. This form of service-learning requires ongoing reflection, and the program applications are based on knowledge and theory.

Section 3: Reflection

Introduction to Reflection

What is reflection?

Service-Learning reflection is the intentional consideration of an experience in light of particular learning objectives. The presumption is that community service does not necessarily, in and of itself, produce learning. Reflection provides the bridge between the community service activities and the educational content of the course.

Questions for Reflection and Planning:

- How would you define reflection within your discipline? Your course?
- In what ways can reflection serve as an assessment tool for your course(s)? How will you evaluate reflection?
- Who should facilitate reflection, and how?
- Is reflection an acceptable pedagogical tool at your institution? Where might its use be rooted in the institution's history or mission?
- What role will the community play in the reflection process?

difference Public vs. Private
Mode Dialogic vs. Expressive
Effects-on-student-learning
Guided vs. Free COMPARATIVE ANALYSIS
Reflection

Howard, J. (1998). Academic Service Learning: A Counternormative Pedagogy. In *Introduction to Service-Learning Toolkit: Readings and Resources for Faculty* (2nd Edition), 2003, Campus Compact.

The “Deal” and “What? So what? Now what?” models of reflection are simple yet effective options for providing students with an opportunity to analyze their service-learning experience within in the context of their learning outcomes.

DEAL Reflection Model

Describe your service-learning experience

- What did you do?
- Where did you do it?
- Who were you working with and/or for?

Examine that experience

- Did any academic concept become apparent during this experience?
- Were any academic concepts utilized to reach the goal you were trying to accomplish?
- What do the differences between your textbook and your experience in the community suggest about changes that may be needed in the policies that affect the individuals your partner organization serves?

Articulate Learning

- What did I learn?
- How did I learn it?
- Why does it matter?

What? SO what? Now what? Reflection Model

- WHAT:** Happened, Did you observe, Were your reactions?
- SO WHAT:** Why does it matter to you? What was the point? What did you like or dislike? Was impacts the way you view the situation? How was it different from what you expected? How does your understanding of the problem change as a result?
- NOW WHAT:** What are you going to do differently? What are the root causes of what you saw, and how could we go about changing them? How do you apply this learning to your life?

Additional Types of Reflection for Service-Learning

There are many examples of reflection activities (e.g., reading, writing, doing, telling) that can be used in service-learning courses. We have chosen to highlight some forms of reflection that have been found to be particularly effective to use when working in higher education.

- **Journals:** Student journals are a common reflection activity in service-learning courses because they are easy to assign, and provide students the opportunity to express their thoughts and feelings about the service activity throughout the semester. They're most meaningful when instructors pose key questions for analysis.
- **Structured Group Discussion or Role Plays:** Through guided discussion questions, have students critically think about their service experiences.
- **Class Presentation:** Students can share experiences, accomplishments, or products created during their service in classroom presentations that utilize videos, PowerPoint, Prezi presentations, bulletin boards, panel discussions, or speeches. Community agency personnel can often be invited to these presentations.
- **Ethical Case Study:** In this reflection activity, students are asked to write case studies of an ethical dilemma they confronted at the service site, including a description of the context, the individuals involved, and the controversy or dilemma they observed.
- **Reflective Essays:** Reflective essays are a more formal example of journal entries. Essay questions are provided at the beginning of the semester and students are expected to submit two to three essays during the term. Reflective essays can focus on personal development, academic connections to the course content, or ideas and recommendations for future action.
- **Blogs or Video Reflections:** Require students to create blog posts or video reflections throughout their service-learning experience.
- **Letters-to-the Editor:** Students write a letter-to-the-editor or to government officials that address issues important to the community organizations where they are working
- **Student Portfolios:** Require students to acquire photographs of themselves doing their project, time logs, evaluations by supervisors, and any other information relevant to their service-learning activity. The portfolio should be organized and presented in a professional manner, and also include a written evaluation essay providing a self-assessment of how effectively they met the learning objectives of the course.

Adapted from: Howard, J. (1998). Academic Service Learning: A Counternormative Pedagogy. In *Introduction to Service-Learning Toolkit: Readings and Resources for Faculty* (2nd Edition), 2003, Campus Compact.

Section 4: Assessment

Assessing Reflection

BRADLEY'S CRITERIA FOR ASSESSING LEVELS OF REFLECTION

Level One

1. Gives examples of observed behaviors or characteristics of the client or setting, but provides no insight into reasons behind the observation; observations tend to become dimensional and conventional or unassimilated repetitions of what has been heard in class or from peers.
2. Tends to focus on just one aspect of the situation.
3. Uses unsupported personal beliefs as frequently as "hard" evidence.
4. May acknowledge differences of perspective but does not discriminate effectively among them.

Level Two

1. Observations are fairly thorough and nuanced although they tend not to be placed in a broader context.
2. Provides a rational critique from one perspective, but fails to see the broader system in which the aspect is embedded and other factors that may make change difficult.
3. Uses both unsupported personal belief and evidence but is beginning to be able to differentiate between them.
4. Perceives legitimate differences of viewpoint.
5. Demonstrates a beginning ability to interpret evidence.

Level Three

1. Views things from multiple perspectives; able to observe multiple aspects of the situation and place them in context.
2. Perceives conflicting goals within and among the individuals involved in a situation and recognizes that the differences can be evaluated.
3. Recognizes that actions must be situationally dependent and understands many of the factors that affect their choice.
4. Makes appropriate judgments based on reasoning and evidence.
5. Has a reasonable assessment of the importance of the decisions facing clients and of his or her responsibility as a part of the clients' lives.

*Bradley, James. (1995) "A model for evaluating student learning in academically based service." *Connecting Cognition and Action: Evaluation of Student Performance in Service Learning Courses*, ed. Marie Troppe. Denver: Education Commission of the States/Campus Compact.

Demonstration and Celebration of Service-Learning Success

Demonstrating what was learned is an important piece of the service learning experience. This can be accomplished in a number of ways, but an effective method of demonstration is planning a celebration at the end of the project allows students to understand the impact of what they have done, and to further reflect on how the project has affected them. In addition, it allows them to share their accomplishments with the community, garners community support and recognition, and helps the students feel closure of the project.

Celebrations can be planned either at your school, or at another spot that would highlight your project. The actual content of the celebration will vary depending on your curriculum and project. However, celebrations usually include some kind of presentation of the project by the students, certificates of accomplishment given to each student, and time for students and guests to meet and talk with each other, eat, drink, and celebrate.

Contact the Service-Learning and Civic Engagement team for ideas and assistance in coordinating a celebration!

Important components of a celebration:

- Student participation
- Demonstration of service learning project learning
- Recognition from administrators
- Press
- Service-Learning Certificates
- Chance for students to show off work/knowledge (verbally or through visual displays)

President's Higher Education Community Service Honor Roll

Exceptional Service-Learning projects can also be submitted for the President's Higher Education Community Service Honor Roll. The Honor Roll annually highlights the role colleges and universities play in solving community problems and placing more students on a lifelong path of civic engagement by recognizing institutions that achieve meaningful, measureable outcomes in the communities they serve.

The President's Honor Roll recognizes higher education institutions in four categories:

- General Community Service
- Interfaith Community Service
- Economic Opportunity
- Education

Media Coverage for Service-Learning Projects

Many Service-Learning Projects are newsworthy and help bring recognition and public awareness to the college.

If you feel your service-learning project and/or event would be appropriate for media attention, please contact the College's current Public Relations/Communications Consultants at least two weeks prior to the event. This lead time is essential. The Public Relations staff will help spread the word, but please understand they cannot guarantee media coverage. When requesting media coverage, please provide the following information:

1. Who will be participating in the event?
2. Where is the activity?
3. Where will it take place?
4. When will it take place?
5. What is the predicted outcome of the event/activity?
6. Who will be served?

Past projects which have received media coverage:

Riah's Rainbow Coloring Book Donation
Early Childhood Connecting Families Events
Marion House Fundraiser
NWTC Voter Registration Events

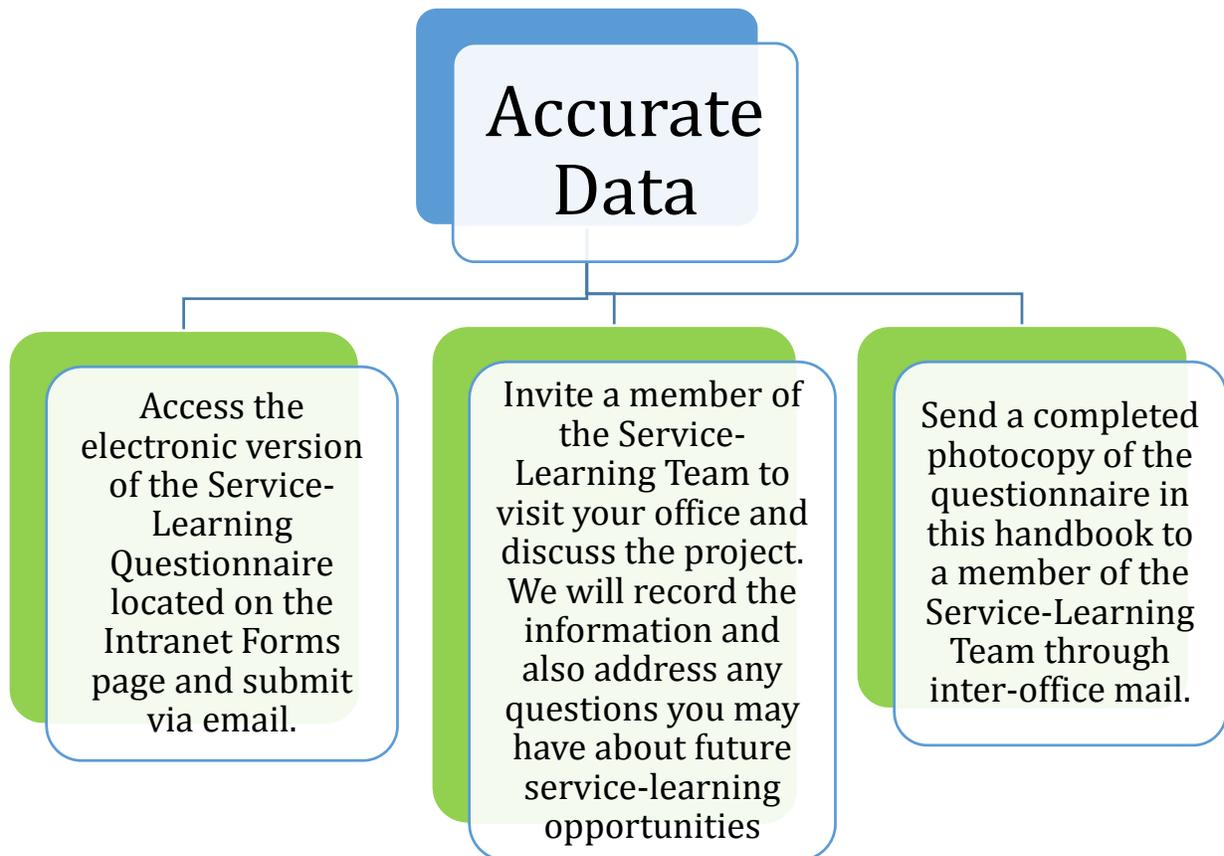
The **service-learning team** would also appreciate any opportunity to be present during a service-learning project. By inviting a team member you gain additional support and assistance; and we are also able to document your project onsite!



Recording your Projects

Documentation Options

In order to track service-learning at NWTC, the Service-Learning Team needs to gather data regarding all community-based projects. Project documentation is fast and simple, with many ways for the service-learning team to document projects at your convenience.



Some projects are “one-time events” while others are repeated for several terms. Repeated projects should still be reported to the Service-Learning Team; however we can retrieve relevant information from the original questionnaire on file.

Service-Learning Questionnaire

It is the faculty member's responsibility to ensure that all service-learning projects are documented. The simplest way to document your service-learning project is by submitting the Service-Learning Questionnaire.

Navigation: NWTC Hub > Forms > Service-Learning Questionnaire

SERVICE-LEARNING Northeast Wisconsin Technical College

Please email any photos or videos of the service-learning activity to rachel.aderholdt@nwtc.edu

Project Title: _____

Community Partner: _____ Nonprofit?

Instructor: _____

Program: _____

Course(s): _____ Catalog # _____

_____ Catalog # _____

Description of project - please include impact and/or community need met: _____

Number of students:	Number of hours per student:	
Was the activity required by all students?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Was a Memoranda of Agreement established?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Was the activity graded?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Was the project noted on the syllabus?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did a project orientation take place?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Was this a new project?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is this project going to be repeated?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did a reflection activity take place?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

To Submit the Service-Learning Questionnaire: Save a copy and email to any member of the Service-Learning team OR print off and interoffice the form to Rachel Aderholdt.

Checklists & Forms

NWTC Service-Learning Checklist

This checklist will help ensure that projects incorporate the essential elements needed to meet criteria established for authentic service-learning experiences. This is not an all-inclusive list of best practices, but rather a simple guide in planning. Service-Learning can be accomplished through work with both non-profit and for profit agencies. Community (local through global) need or development is essential.

- The work learners will be completing can be directly **tied to the curriculum** by means of:
 - a. Course Competencies
 - b. Program Outcomes
 - c. NWTC Employability Skills

- Learners are **prepared** for the work and understand how the completion of this work fits into the context of our community, whether locally or globally.

Note: This could be accomplished by having the community partner representative in as a guest speaker; having learners complete research on the partner, learners receiving an orientation at the site, etc.

- Learners are required to **reflect** on their work during some phase of the project.
- The work learners perform is **assessed** in some meaningful way.

Note: How will you know that the learner has achieved the competency/outcome/core ability you have identified? This could be an element of the reflection or other graded assignment in the course.

- The work being done **has value, addresses a need, or develops the community** in some way.

For any questions regarding the integration of service-learning into your curriculum, please do not hesitate to contact the Service-Learning team. We are happy to suggest project ideas and means of reflection or assessment appropriate for your course.

Memoranda of Agreement

Dear Agency Supervisor:

On behalf of **Northeast Wisconsin Technical College's** Service-Learning department and _____ (Class name) class, we would like to thank you for entering into a partnership with us to provide richer educational opportunities for our students. By accepting and supervising our service-learners you are helping to connect classroom theory with hands-on experience. You are also contributing to our mission of integrating service-learning into our courses here at NWTC.

As the agency supervising NWTC students involved in a service-learning project, you will ensure that students are provided with the following:

- A service task that is worthwhile and challenging in order to strengthen critical thinking skills
- Orientation and supervision
- A safe and appropriate work environment
- An evaluation of the student's service
- Other: _____

The _____ (Class name) instructor, with the assistance of the Service-Learning department, will ensure that _____ (Agency Name) is provided with the following:

- Assistance in developing a clear description of the assigned service-learning project to include identification of appropriate tasks and learning objectives
- Ongoing support and monitoring of student activities to ensure that the service-learning is beneficial for everyone
- Students will comply with all HIPPA and _____ (Agency name) terms of confidentiality.
- The service-learning host site may terminate student service at any time with good cause
- Other: _____

Your signature denotes your understanding of the agreement with the above listed provisions. We welcome you as a partner in education with Northeast Wisconsin Technical College.

Agency:	Contact Person:
Address:	
Agency Signature:	Date:
Service-Learning Instructor Signature:	Date:
Service-Learning Student Signature: (if applicable)	Date:

Frequently Asked Questions

Faculty Service-Learning FAQ

Frequently Asked Questions by Faculty Regarding Service-Learning at NWTC

1. If I incorporate service-learning into my course, do I need to require that everyone in the course participate?

No. Service-learning can be an optional assignment, or it can be assigned to a particular student or group of students as desired. We recognize service-learning as a teaching method, and faculty may find this method more effective with some students, less effective with others. However, faculty do have the option to require service-learning, just as they have the option to require students to attend lecture, participate in group work, etc. It makes sense to pay attention to very real student concerns such as transportation, additional costs, etc.

2. Does service-learning have to be performed in a non-profit agency?

No. The NWTC definition states that the service “addresses a community need and/or enhances community development.” To date, the great majority of our community partners are non-profit, but some are for profit.

3. Should I be concerned about liability?

Yes! Follow college policy, be alert to potential dangers or issues, and use common sense. Think through the experience learners will be having and *prepare* them prior to the experience. If you have questions or something worries you, contact your Associate Dean, Dean, and/or the service-learning team.

4. What about the cost of service-learning projects?

Some service-learning projects require funding for supplies, transportation, etc. Projects with costs have been addressed in a number of ways including donations, small grants, agency funding sources and student fund raising. If your project will require funds, contact the service-learning team for possible suggestions on how costs might be covered.

5. How much help can I expect from the NWTC Service-Learning Team?

The service-learning team assists with multiple projects at all times. Through careful planning and organization, they have been able to meet the needs of faculty who have requested assistance. When not assisting faculty, and sometimes students, the service-learning team is building new partnerships and nurturing existing partnerships within the community. This ensures a steady stream of agencies anxious to meet our students and welcome them into their organizations. The service-learning team's *goal is to give you exactly as much help as you would like!*

6. Our students are awfully busy. Will they have time for a project that might require additional commitment from them?

We have seen repeated instances of student appreciation for the opportunity to take part in service-learning projects. Faculty report that students who were difficult to reach and engage have “stepped up” and been leaders within the context of a service-learning project. When given the choice, students seem to gravitate toward this methodology and the chance to “make a difference.” Keep in mind, service-learning is designed to be fully integrated into the course; it should not be viewed or presented as “additional work” for the students.

Student Service-Learning FAQ

Frequently Asked Questions by Students Regarding Service-Learning at NWTC

1. Why am I required to volunteer as part of a class?

The service-learning component of your class gives you the opportunity to learn by doing. Think of the community you're working with as a "lived text" for the class. Like your textbooks, lectures, and discussions, the community is a source of information about the concepts and issues covered in class. Though the time you spend volunteering is part of your homework for this course, service-learning is more than homework. It's a way to get hands-on experience through your academic studies.

2. Can I use one service-learning site to complete a service-learning requirement for two courses?

With written approval from both instructors, students can complete one service-learning commitment and have it count toward two service-learning classes. This arrangement will require the student to reflect upon their service-learning experience in multiple ways, relating individual concepts to the separate course materials. Without approval from both instructors, the student must arrange separate service-learning sites and/or activities.

3. I have contacted an organization but have yet to hear back from them. What should I do?

Organization supervisors may be balancing multiple projects and responsibilities. Allow 24-48 hours before reaching out to them for a second time. Keep in mind most organizations operate during regular business hours, so allow extra time for a response if you contact an organization over the weekend. The service-learning team recommends utilizing both phone and e-mail to get in touch with an organization. If these solutions fail to work, contact the Service-Learning team for further assistance.

4. Can service completed previous to taking the course count towards my service-learning hours?

Only service hours that take place within the duration of the course qualify towards a student's service-learning hours. Hours acquired prior the course will not qualify towards service-learning hours.

5. I want to keep working with my organization beyond my placement. Is this okay?

If a student is interested in continuing to work with their service-learning organization beyond their course requirement, contact the site supervisor to discuss the details of continued volunteering. The service-learning team also offers a number of resources for students currently involved in, or who would like to be involved in further volunteer work throughout the community.

6. If I am having problems or concerns regarding my service-learning, whom should I contact?

Be in touch with your instructor or organization regarding questions or concerns about your service-learning experience. If you are in need of additional assistance, members of the service-learning team are available to assist you.

7. I have a service-learning requirement in my course but I don't have a vehicle for personal transportation?

The bus is a reliable and safe option for transportation! Stop by the service-learning and civic engagement team's office and we'll help you figure out placements that are on a bus route. You can also ask other classmates about carpooling!

Resources

Wisconsin Campus Compact

NWTC has been a proud member of Wisconsin Campus Compact since 2008.



ABOUT US

Campus Compact is a coalition of nearly 1,200 college and university presidents and chancellors – representing some 5 million students – who are committed to fulfilling the public purpose of higher education. As the only national association dedicated to this mission, Campus Compact is a leader in building civic engagement into campus and academic life. Through the **Wisconsin Campus Compact** state office and the national network, member institutions receive the training, resources, and advocacy they need to build strong surrounding communities and teach students the skills and values of democracy.

Wisconsin Campus Compact's membership includes public, private, two and four-year institutions across the spectrum of higher education. These institutions put into practice the ideal of civic engagement by sharing knowledge and resources with their communities, creating economic development initiatives, and supporting service and service-learning efforts in key areas such as literacy, health care, hunger, homelessness, the environment, and senior services.

MISSION STATEMENT

WiCC's mission is to strengthen civic engagement and service-learning partnerships between Wisconsin's postsecondary institutions and the communities they serve. All member presidents and chancellors contribute to the management and direction of the

Wisconsin Campus Compact by serving as its governing body and encouraging it to achieve its goals by:

- A. Providing leadership throughout the state and nation to reinvigorate the civic leadership and community engagement of higher education in ways that connect colleges and universities with the communities and constituencies they serve.
- B. Promoting citizenship education by expanding higher education's role in educating students not only for careers and jobs but also for their roles as active, engaged, community members.
- C. Assisting faculty and staff who seek to integrate public and community engagement into their teaching and research.

VISION STATEMENT

Wisconsin Campus Compact envisions a state where:

- Concepts such as service, volunteerism, and activism are united with educational goals to develop university graduates who are prepared not only for a career but also for a life as informed and involved citizens at both the local and global levels.
- Partnerships for civic engagement are formed by educational institutions from pre-school through college to strengthen children, families, campuses, and communities.

OUR WORK

Campus Compact's work encompasses a broad range of activities designed to increase the effectiveness of those working to make higher education institutions vital agents of civic renewal:

- **Training** for faculty, staff, students, administrators, and community partners
- **Research** on effective programs and practices
- **Resources**, including print and online books, periodicals, models, and tools
- **Leadership** development for presidents, students, and others
- **Capacity** building through VISTAs, infrastructure support, and resources
- **Advocacy** and policy work on issues relating to higher education at the state and national levels
- **Grants**, funding, and awards for engaged work
- **Partnerships** with academic, community, business, and government leaders
- **Campus** consultation to meet specific needs

Additional Resources

Hard Copy Resources

The Service-Learning team has a wide variety of books, articles, and other resources directly related to service-learning. Stop by the Service-Learning and Civic Engagement office to access and/or check out these resources.

Electronic Resources

University of Northern Iowa – Selected Service-Learning Rubrics

www.uni.edu/assessment/documents/servicelearningrubriclinksbytype.pdf

Corporation for National Service

www.cns.gov

American Association of Colleges and Universities Knowledge Network

<http://www.aacu.org/>

American Association of Community Colleges Horizons Service-Learning Project

<http://www.aacc.nche.edu/Resources/aaccprograms/horizons/Pages/default.aspx>

The Big Dummy's Guide to Service-Learning

<http://leadserve.fiu.edu/index.php/service-learning/>

Campus Compact

<http://www.compact.org>

Chronicle of Higher Education (need subscription to access some articles)

<http://www.chronicle.com/>

Journal of Public Service & Outreach

http://www.uga.edu/~jpsso/index_2.html

The National Service-Learning Clearinghouse

<http://www.servicelearning.org/>

National Society for Experiential Education

<http://www.nsee.org>

The New England Resource Center for Higher Education

<http://www.nerche.org>

UCLA Service-Learning Clearinghouse Project

<http://www.uei.ucla.edu/communitylearning.htm>

SERVICE-LEARNING

Northeast Wisconsin Technical College



Northeast Wisconsin Technical College is committed to equal opportunity for all and does not discriminate in admission or access to, or treatment or employment in, its programs and activities on the basis of race, color, creed, national origin, sex, age, or handicap.

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