

**Expanding Student Engagement and Service Learning  
at Auburn University: Responses to the Strategic Plan Objectives**

**Report of the Service Learning Task Force  
and  
Implementation Plan for a Student Engagement/Service Learning Initiative  
4-7-2009**

**Executive Summary:**

In August of 2008, the Office of the Provost convened a representative task force to address the service learning related goals of the Auburn University Strategic Plan. Lists of relevant literature were circulated. Work groups organized around key elements identified as necessary to institutionalize service learning across the university. The groups defined engagement options, initiated an inventory of existing service courses, developed a faculty survey, documented internships and similar undergraduate experiences, outlined support systems, assessed faculty development and student advocacy needs, outlined a community networking system, and coordinated with Extension on identifying county-based student service projects. Studies were conducted to assess Auburn's current capacity to support and expand student engagement. The task force identified a number of long term developmental and sustainability issues. In November, the Provost's Office assigned University Outreach and Access and Community Initiatives to develop an implementation plan. That plan was presented to the task force and affirmed in December 2008. The Provost's office assigned UO/ACI the responsibility for implementation of the student engagement plan. Short term goals include establishing networking and support systems; development of Extension/community partner student service projects. Longer term goals address prospective changes to policy, curriculum identification, and student records. Student advocacy, faculty development, and program/curriculum development will be ongoing. Currently, the task force has largely completed its charge and its ongoing body of work has transitioned to the implementation team.

**Formation of the Task Force:**

The Office of the Provost convened the service learning task force representative of various expertise and stakeholders related to student engagement. From the original appointments, additional individuals joined the task force at later dates. Members of the task force included:

Chair: Sharon Gaber, Office of the Provost  
Anne Adrian, ACES  
Royrickers Cook, University Outreach  
Paulette Dilworth, Access & Community Initiatives  
Patricia Duffy, Undergraduate Studies  
Ralph Foster, University Outreach  
Linda Glaze Undergraduate Studies  
Johnny Green, Dean of Students  
Jim Groccia, Biggio Center

Paul Harris, Honors Program  
Paul Kittle, Greek Life  
Chris McClendon, ACES  
Nancy McDaniel, Educational Support Services  
Ruthanna Payne, Educational Support Services  
Karen Rankin, University Outreach  
Christa Slaton, College of Liberal Arts  
Gaines Smith, ACES  
Joyce Thomas-Vinson, University Outreach

**Strategic charge:**

The Office of the Provost convened the task force for the purpose of addressing goals related to service learning and student engagement in the Auburn University Strategic Plan: “we will expect either participation in the learning community environment or participation in service learning...” Given the context of its use in the strategic plan, the term “service learning” was interpreted by the task force as being much more inclusive of potential student engagement activities than what is customarily very narrowly defined in the academic literature as “service-learning.” Thus the task force organized its activities around broader concepts of “community engagement” and “experiential education” as much more inclusive of enriching student service activity which would fulfill the spirit of the strategic charge. This objective was also linked to related strategic goals for the development of county-based student experiences in the Extension System. The task force addressed these collectively in its discussions of the student service objective.

**Plan of work:**

In determining its plan of work, research, and literature review, the task force listed a number of key elements related to student engagement. These included:

- Definition of terms
- Identification of key stakeholders and roles
- What engagement experiences would count toward a service “expectation”
- Census and inventory of extant programs and courses
- Certification, documentation processes
- Database management and networking
- SACS issues
- Examining the value of engagement in the student experience
- Communications/advocacy of the service expectation
- Assessment

The Office of Institutional Research and Assessment provided the task force with two valuable resources for review. *The National Survey of Student Engagement 2007 Benchmark Update* provided the task force with an overview of faculty and student impressions of and current engagement in service activities. The office also provided *Managing Service Learning/Community Engagement*, an in depth report prepared in 2008 for Auburn University by the Hanover Research Council. This report provided information concerning data collection for, information management techniques and technology related to, and administration of service learning and community engagement programs at large universities. The report focused on model programs at flagship universities in the South, as well as examples from universities outside this region. The task force also identified a number of model university programs with which members had personal experience or knowledge. These included, but were not limited to, Duke, LSU, Northeastern, Tulane, University of Alabama, University of Georgia, UCLA and West Virginia.

The task force also circulated a bibliography of resources for personal review of the members and as a future reference. This included book citations, articles, and presentations related to service learning or student engagement.

### Definitions:

As stated above, national literature very narrowly defines “service-learning.” Learn and Serve America defines service-learning (with specific inclusion of the “-“connecting the words”) as “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.” Following the task force’s broader interpretation of the strategic charge, a work group developed a series of definitions to illustrate a more comprehensive service experience at Auburn University. These were drawn in part from model definitions used at Tulane University to illustrate options in its public service requirement.

**Figure I -- Task force definitions**



The task force adopted these as working definitions for the duration of its discussions. Under the broader definition of engagement, there exist three major areas of engagement activities in which students may participate: traditionally defined service-learning courses, various projects and field experiences which provide service, and direct participation in sponsored community service activities or volunteerism. This recognizes that student service ranges from activities directed by faculty to personal pursuits. Thus student engagement parallels the university’s long-standing land grant mission emphasis on faculty engagement. One can be leveraged to support the other. The following illustrates these relationships:

**Figure II – Engagement options**



**Examination of institutional capacity:**

Using a self-assessment tool obtained from the service learning department at Northeastern University, a work group estimated Auburn’s current institutional capacity for student engagement. This rubric was condensed from a format developed by Furco (UC Berkeley, 1999). It identifies five dimensions for institutionalizing student engagement:

- Philosophy and Mission – adopting a campus wide definition of student engagement and incorporating it into institutional strategic planning
- Faculty support and involvement – recruiting faculty in implementation and advancement of student engagement
- Student support and involvement – promoting concept of engagement to students and building awareness of opportunities for service and leadership
- Community participation and partnership – recruiting community partners to assist in implementing and advancing student engagement
- Institutional support – provision of substantial resources, support and effort on an institutional basis to implement and advance student engagement

Furco’s self assessment rubric, based on the Kecskes/Muyllaert Continuums of Service Benchmarks, outlines three-stages of institutionalization for each of these dimensions. These stages include (1) critical mass building, (2) quality building, and (3) sustained institutionalization. This work group also identified stakeholders related to each element of the dimensional rubric. The assessment identifies areas of greatest need for development.

The task force also received an overview of the National Survey of Student Engagement which had been conducted at Auburn in 2007. Results of the NSSE reveal 79 percent of students either have or expect to participate in some community service or volunteer activity; as a contrast, fewer than half of faculty respondents said that it was important for students to engage in community service or volunteerism (Auburn Report: 10/20/08). These survey results coupled with the institutionalization rubric provided the task force with comprehensive picture of the university’s current capacity for, and commitment to student engagement.

The following chart illustrates this process of institutionalization, and estimates Auburn’s stage of development in each of the Furco rubric dimensions.

**Figure III – Estimate of Auburn’s institutionalization of student engagement**

Dimensions and elements	Stage 1: Critical mass building	Stage 2: Quality building	Stage 3: Sustained institutionalization
<b>I: Philosophy &amp; mission</b>			
Definitions	█	█	
Planning	█	█	█
Alignment with mission	█	█	
Alignment with reforms	█	█	█
<b>II: Faculty support</b>			
Knowledge, awareness	█		
Involvement	█		
Identified leaders	█	█	
Incentives	█	█	
<b>III. Student support</b>			
Knowledge, awareness	█	█	
Opportunities	█	█	█
Identified leaders	█	█	█
Incentives	█	█	
<b>IV. Community Participation</b>			
Knowledge, awareness	█	█	
Mutual understanding	█	█	█
Identified partners	█	█	
<b>V. Institutional Support</b>			
Coordination/staffing	█	█	
Policy	█	█	█
Funding	█		
Admin/Departmental support	█	█	
Evaluation/Assessment	█		

### Counting student engagement:

The strategic plan expresses its objective for service learning as an expectation for all students, with standards “to be determined by the Provost’s Office.” Subsequent direction provided from the chair defined this expectation as 40 to 80 hours (60 hours average) of participation in a range of service activities. A work group addressed how various student service exchanges could count toward this expectation.

The work group noted that student based goals and quantifiable outcomes should be developed for the overarching expectation. Additionally, a method to assess Individual programs and activities would have to be determined. The work group cited resources for program evaluation available through the National Service Learning Clearinghouse, including the publication, *Educators’ Guide to Service-Learning Program Evaluation*. These outline a number of assessment tools to identify specific achievement and performance outcomes, and evaluation methods for service programs.

Next, the work group addressed the need to outline options by which a standard service expectation could be fulfilled utilizing a broad array of approved activities for students, including formal service-learning classes to community service. The work group examined model service programs, such as the Tulane University service requirement. The Hanover report also outlined the service options at nine other institutions. The work group outlined ideas for satisfying a prospective community engagement requirement:

- 1) Participation in a Learning Community (this was cited in the strategic plan as the alternate to service learning)
- 2) Completion of 2 classes with service-learning components, for a minimum of 4 credit hours
- 3) Completion of a paid or unpaid internship, for a minimum of 4 credit hours
- 4) Combination of internship and service-learning hours for a total of at least 4 credit hours
- 5) Combination of Internship or service-learning hours and approved community service activities such as one service-learning course and 30 hours volunteer activities, or 2 hours of internship credit and 30 hours of approved community service activities, or some similar combination.

It was suggested that academic units (e.g. departments, schools, or colleges) should be allowed to designate the options that are acceptable for a particular program, via the university curriculum review process. It was noted in general discussion that volunteerism alone should not be excluded as a path to fulfilling one's service objectives; like other service, volunteerism does afford students the value of an off-campus experience. A concern was noted that unlike a course-based service experience, there was no current means in place to approve and document volunteer activities. Thus, there would be a need to establish a system to track and certify student volunteer hours.

In discussing these options, it was recognized that to advance a formal graduation requirement would require a process of study, proposal, and deliberation among faculty and students, governance groups, and university administration. Any such policy recommendation would require ultimate approval by the Board of Trustees. This did not seem to be the immediate goal of the strategic plan, which used the term "expect" instead of "require" in its objective for learning communities and service learning. Indeed, relatively few institutions require students to perform service; the Hanover study identified only ten institutions, none of them land-grant or SEC universities, which had an overarching service requirement for graduation. However, Hanover listed a large number of peer institutions which promote service throughout the curriculum and/or through centrally-supported service advocacy options. Alabama, Georgia and LSU are among these.

The task force also discussed the academic rigor associated with various engagement options, particularly service-learning, questioning if all service activities produce "value" to the student experience. The task force reviewed a study conducted by Astin, Sax and Avalos (1999) focusing on the efficacy of service in students' educational and personal development. In their conclusions, the authors noted that the long-term effects of student engagement "are very consistent with the rationale underlying many service learning and volunteer programs in academia," further noting that "volunteering encourages students to become more socially responsible, more committed to serving their communities, more empowered, and more committed to education" (Astin, Sax 1999).

#### **Inventory:**

The work group also addressed the need for a comprehensive inventory of existing service learning courses, internships and related programs in the Auburn curriculum. The group devised three surveys to ascertain the extent of academically-based service options for students across the university. First, a list was compiled of all departments that have undergraduate internships; this was provided to the college administration for verification. This resource includes specific contact information for undergraduate programs with required internships. Second, academic associate deans were asked to poll undergraduate program leaders for information on classes with service learning. This inventory, currently underway, will document courses with formal class structures that link the student to a community service activity. This inquiry included definitions for service-learning and community service

to aid respondents. Third, the work group, with input from others, developed a comprehensive, web-based survey to ask faculty about their experiences with service learning. It includes an option to list any service learning courses the faculty members have delivered. At present, this instrument has undergone beta-testing and after modifications will be distributed for completion by the end of this term.

As a point of comparison, the Office of Institutional Research and Assessment provided a list of any programs defined as an internship, practicum, coop, or field experience. The resulting list of more than one hundred programs represented an enrollment of 3,193 for the academic year. This and the work group's survey results will represent a comprehensive inventory of service-learning and student engagement in the curriculum with which program development needs can be assessed.

#### **Extension inventory --**

Simultaneously, an Extension work group began compilation of program opportunities for student engagement in the sixty-seven county Cooperative Extension offices, as well as ideas for developing new county-based student projects. These options would constitute a bank of community partnership options for both faculty planning service-learning courses as well as students independently seeking service opportunities. At present, this work group had completed an initial review with county extension coordinators and had compiled a list of some 300 program ideas. These ideas will be posted on a wiki site for discussion and further development.

#### **Course designations and certification processes:**

As stated before, the task force noted that to assess progress in the strategic objective, there would need to be some system to consistently monitor participation in service activities. Available courses, internships, and other academically-based service programs should be readily identifiable in curriculum so that they can be accessed by students or documented for assessment. This would also assist in demonstrating the relationship of service courses to other courses in the core curriculum and academic majors. There is a need to validate and monitor service experiences outside of the university direct oversight. There is a desire for curricular and co-curricular transcripting so that service involvement can be documented in the student's permanent record.

The task force identified three actions needed to support these objectives:

- 1) Establish a course designation number or "SL" suffix to readily identify service programs in the curriculum; provide a review process for adding new programs to this designation
- 2) Establish a verification process to validate off-campus service experiences
- 3) Establish a database linked to Banner to support documentation of student service records.

The Hanover study provides a number of examples of service course designation criteria at other universities. These vary in their requirements for a course to be so designated. Currently there is an open course classification reserved for the Provost's office which could be utilized as a service course designation. Further inquiry would be needed to determine if an "SL" designation is appropriate. An interim review process could incorporate the existing curriculum review process, or perhaps incorporate an additional external review process conducted by a representative committee acting in an advisory capacity.

Inquiries confirmed that the Banner system currently in use on campus is not configured to track service programs outside the existing course record structure. The Hanover study reports that it could find no information on the use of Banner for management of service programs. The Hanover report cites Service Learning Pro as the most widespread service learning management programs among the

institutions it reviewed. Service Learning Pro features database and networking modules which support faculty, student, administrative and community partner functions. This system can facilitate both course structures as well as community service exchanges, and it could accommodate the project networking needed to support the county-based Extension student service projects. As of this report, the University Outreach office at Auburn has obtained Service Learning Pro to support these efforts.

**Additional discussion:**

The task force reviewed the multi-year effort of the College of Liberal Arts in promoting civic engagement as a core value for students and faculty. The college established a committee to study and promote the concept, hosted development activities and a summer engagement academy for faculty, awarded grants for course development and recognized student involvement in collegiate service projects. The initiative to date had produced several new programs and much positive feedback. The ongoing experience of the College of Liberal Arts linking faculty outreach scholarship and student service in an overarching academic/civic engagement context can serve as a model for other colleges and schools on campus.

The task force discussed the need for faculty development programs to include presentations on service-learning in instruction. The Biggio Center expressed its commitment to develop service-oriented faculty symposia in the coming years, and, contingent on funding, to offer faculty service learning course development grants. University Outreach as well will create a focus on student engagement to parallel its impetus on faculty engagement. It will incorporate student service as a program proposal option in its upcoming outreach scholarship grants.

**Development of an implementation proposal:**

The task force identified a number of longer term developmental and sustainability issues which would have to be addressed to advance the objective. A number of specific recommendations were already emerging from the ongoing discussion. In November, the Provost's Office assigned University Outreach and Access and Community Initiatives to construct an implementation plan which would draw upon the collective work of the task force and would continue that work toward greater institutionalization of student engagement.

The implementation proposal outlined a comprehensive initiative supporting the objective of expanding campus-wide student engagement in service-learning, experiential learning and community service. Responsive to the strategic plan, the proposal's primary goal addressed service-learning as an integral and enriching aspect of Auburn students' educational experience. It secondarily addressed fostering university engagement with the larger community furthering the academic and outreach missions of the university. Through its support for course based service-learning, internships, community-based research, and various elective service options, the prospective initiative promotes opportunities for students, faculty, and staff to learn in partnership with the community and to develop competencies that promote the advancement of socially responsible citizens.

**Recommendations --**

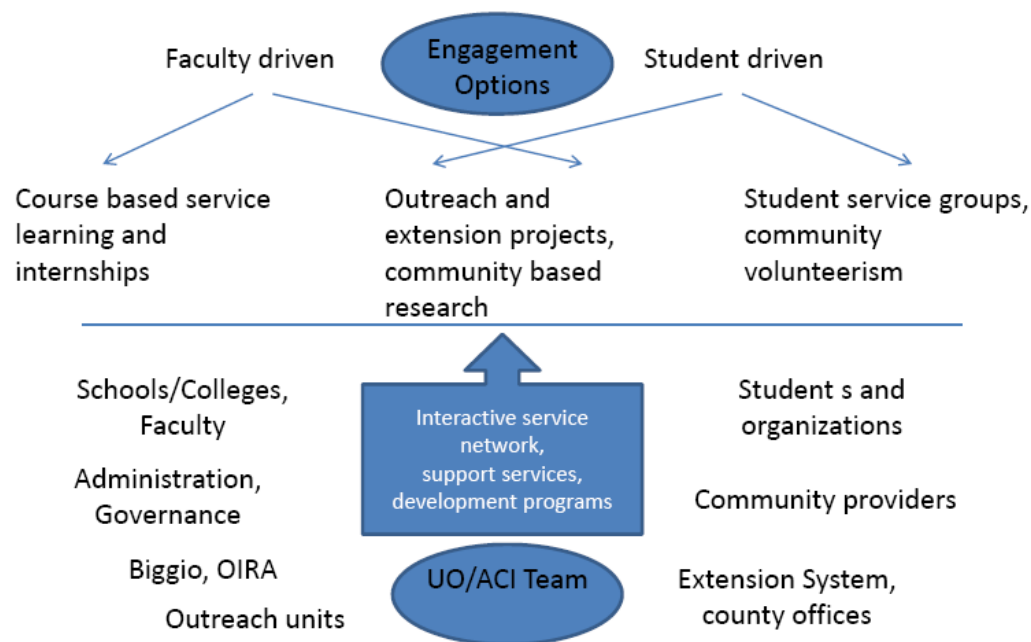
The proposal outlined a collaborative framework within the university's central academic division and coordinating units to develop and oversee policies, procedures and a central support structure promoting a service component in undergraduate studies. This collaboration draws on the Offices of University Outreach and Access & Community Initiatives with support of Provost's Office, and in cooperation with the Alabama Cooperative Extension System, university academic units and community partners. This affords the initiative expertise for interdisciplinary programming and engagement,

established capacity and staff resources, and a base of experience with campus-wide initiatives, central and school/college-based outreach programs, community partnerships and student projects. The units are positioned to work in conjunction with university faculty, students and staff, Extension staff, and community stakeholders.

A work plan was recommended for all aspects of the initiative including, but not limited to:

- Policy – Formalize definitions of recognized student engagement options; complete survey of extant service courses; formalize service curriculum; establish service designation in course numbering system; establish service curriculum review process; develop service policy statement for Bulletin; address risk management issues; submit application for recognition in Carnegie “engaged” classification, Campus Compact, American Council on Education; organize staffing and identify resources.
- Pedagogy – Compile and publish service engagement resources; initiate faculty and curriculum development programs, symposia, communities of practice, etc.; reorient former PICS service grant program for faculty; establish student service project grant program; develop series of central elective courses, honors capstone, outreach service internships, and other interdisciplinary credit options; launch advocacy and communications campaign; establish development strategies supporting sustainable service engagement.
- Processes – Establish interactive web-based service network for faculty, students, and community providers; coordinate with Extension to integrate county service projects into system; establish review and approval process for recognition of community providers; establish certification process for service projects; coordinate validation of student service in permanent course records; afford co-curricular transcribing of student service activity; establish ongoing assessment process coordinated with Institutional Research & Analysis to ascertain institutional progress in student engagement.

**Figure IV – Support systems for student engagement**



The implementation plan proposal was presented to the task force and affirmed in December 2008. The plan has been subsequently reviewed by the Provost's office and approved for implementation under the direction of the UO/ACI work group.

**Current status:**

With this report the formal work of the Service Learning Task Force is largely completed. Dr. Gaber has passed the chair of the committee to an implementation leadership team of Royrickers Cook, Paulette Dilworth, and Ralph Foster. The Provost has been briefed and concurs with the implementation strategy. The current survey collection will continue under the existing workgroup which will report its findings by end of term. Other task force efforts completed, in progress or envisioned will transition to the work team for continuance.

Currently, a number of implementation items have been initiated. The UO/ACI team is organizing a faculty grant program and student showcases. An information campaign is under development. Twenty-seven community service agencies have been recruited for the community network. Extension partners are reviewing county-based proposals for coordination into the network. The Service Learning Pro system for interactive networking has been purchased and installation is proceeding.

**Summary:**

This report recommends that the collaboration of University Outreach and Access & Community Initiatives proceed with the implementation of the student engagement initiative under the auspices of the Provost's office. The UO/ACI leadership team should continue to engage the members of the task force individually and in groups as necessary to advance the implementation, as well as faculty and student stakeholders and other interested parties for inclusion in advancing the objectives. A primary goal should be transitioning from the task force to an ongoing advisory committee, or series of focus committees to promote the objectives long term. The team will specifically collaborate with Extension to facilitate the incorporation of county-based service opportunities collectively into a primary network. The team will continue to utilize existing collaborations among the CLA Civic Engagement group, the Biggio Center, Undergraduate Studies, Student Affairs, Institutional Research & Assessment, and others to advance the implementation and ultimate expansion of a comprehensive program of student engagement at Auburn.

**Sources noted:**

Alexander W. Astin, Linda J. Sax, and Juan Avalos. Long-Term Effects of Volunteerism During the Undergraduate Years. *The Review of Higher Education* 22:2 (1999) 187-202.

Auburn Report. Perspectives: Faculty, student surveys reveal similar, different points of view. October 20, 2008.

Drew Clark. The National Survey of Student Engagement 2007 Benchmark Update. Presentation for AU Board of Trustees, November 2007.

Andrew Furco. Self Assessment Rubric for the Institutionalization of Service-Learning in Higher Education. University of California, Berkley, 1999 (revised 2002).

Hanover Research Council. Managing Service Learning/Community Engagement. Report prepared for Auburn University, 2008.

National Service Learning Clearinghouse-ETR Associates. Educators' Guide to Service Learning Program Evaluation. NSLC toolkit website, Learn and Serve America.

**Appendix:**

- 1) AU Student Engagement/Service-Learning Initiative Project Outline, Planning and Implementation Overview
- 2) Bibliography of references of service, service learning and experiential education
- 3) Hanover Research Council report: Managing Service Learning/Community Engagement

**Appendix one:**

**Auburn University Student Engagement/Service-Learning Initiative  
Project Outline, Planning and Implementation Overview  
Reviewed: 11-14-2008; Affirmed 12-17-2008**

**Auburn University Student Engagement/Service-Learning Initiative**  
***A collaboration of University Outreach and Access & Community Initiatives with support of the Office of the Provost, and in cooperation with the Alabama Cooperative Extension System, university academic units and community partners.***

**Project Outline, Planning and Implementation Overview**  
**Reviewed: 11-14-2008; Affirmed 12-17-2008**

**Overview:**

Under the auspices of the Provost's Office, the offices of University Outreach and Access & Community Initiatives will develop, launch and sustain a campus-wide initiative promoting student engagement in service-learning, experiential learning and community service. The goal is to promote service-learning as an integral and enriching aspect of Auburn students' educational experience and to foster university engagement with the larger community that furthers the academic and outreach missions of the university. Through its support for service-learning, internships, community-based research, and various service options, this engagement program will create opportunities for students, faculty, and staff to learn in partnership with the community and to develop competencies that promote the advancement of socially responsible citizens. The initiative will also seek to build national and international relationships that provide opportunities for global experience through a service context.

This collaborative plan was initiated by the Office of the Provost in order to advance the objectives of the Auburn University Strategic Plan which call for the development of service-learning options in the academic program with opportunities for linkages with projects in the Extension system. This initiative draws upon the work to date of the University's Service-Learning Task Force and will incorporate existing service learning collaborations between University Outreach and Access & Community Initiatives, Undergraduate Studies, Education Support Services, the Biggio Center, Extension, the College of Liberal Arts, Dean of Students, Institutional Research & Assessment and other partners. University Outreach will provide staff facilitation for this initiative through its Office of Outreach Information & Program Certification.

This initiative provides a collaborative framework within the university's central academic division and its units to develop policies promoting a service expectation for undergraduate students. It will also provide a plan for faculty and curriculum development, and a system to operationalize a network of accessible and flexible service opportunities through outreach units, extension offices, student-led projects and community-based service providers. This system will provide a mechanism to identify and link existing or developing service-learning projects to the central database of collaboration and coordination. Additionally, the initiative will provide a process to document student service for recognition in students' permanent records in fulfillment of the service requirement. Finally, the initiative will utilize measures for assessing the institutionalization of student engagement in the academic program and growth through service in fulfillment of the university's strategic plan. A secondary goal is obtaining recognition of Auburn University as a Carnegie Foundation community engaged institution.

**Responsiveness:**

In keeping with its land-grant heritage, Auburn University's outreach provides institutional service to the community. Typically this mission is articulated as faculty engagement, which has long been a priority of University Outreach and the Provost's office. However in the true spirit of the land-grant institution and

the Auburn creed, which espouses “the human touch,” students have a role in the university’s outreach mission as well.

The university strategic plan identifies service-learning as a strategy to “foster improved academic success and graduation rates” in conjunction with its learning community initiative in “elevating undergraduate education and enrich[ing] the undergraduate experience.” The plan additionally links service-learning to its outreach priorities for “better serving our communities and the State.” There is already a base of activity which contributes towards these objectives. Auburn University has for some time hosted a variety of academically-based programs such as Rural Studio and Project Uplift, and student-led service projects such as Impact. Results of the National Survey of Student Engagement (NSSE) conducted at Auburn reveal 79 percent of students either have or expect to participate in some community service or volunteer activity (Auburn Report: 10/20/08).

As an academic strategy, student engagement is promoted by a number of authorities in the academy such as the Carnegie Foundation and Campus Compact, among others. A significant body of literature supports student engagement not only for its influence on student social responsibility, but also because it encourages students’ overall commitment to education and promotes socialization across racial and cultural lines (Astin, Sax and Avalos: 1999). Thus student engagement supports Auburn’s efforts to institutionalize diversity as a core value in addition to the learning enhancement objectives stated in the strategic plan.

This initiative promotes the aforementioned academic and outreach objectives by providing a means to expand both faculty and student engagement in collaboration with outreach, extension and community service partners. In building a more comprehensive culture of engagement, Auburn University will be advancing its historical mission and strategic objectives. Communities will gain a more vibrant and sustained service exchange with the university. Students will gain a valuable learning experience as well as a better understanding and value for citizenship and one’s role as a productive and responsible member of a diverse society.

**Base of work to date and collective experience:**

Though a number of academic and student-led initiatives have produced a variety of course-based engagement and volunteerism opportunities at Auburn, no comprehensive program of student engagement has emerged. In 2007, University Outreach and Undergraduate Studies began exploring ways to jointly support and expand student involvement in outreach activities throughout the curriculum. In this collaboration, the offices of Outreach Information & Program Certification and the Biggio Center conducted literature research, networking at student engagement-oriented conferences, studies of national models, and site visits to sister institutions. The effort produced an outline for a pilot project to support student engagement through a series of developmental actions. Outreach and Biggio also reached out to sister institutions in the state to form a regional community of interest for service-learning.

During this same period, the College of Liberal Arts established a civic engagement initiative within the college. This initiative has conducted considerable research in service-learning and has organized a cadre of interested faculty to conduct course design and implementation. In 2008, Outreach and Biggio staff joined with the members of the CLA Civic Engagement team, and a representative from Educational Support Services to participate in a premier national institute on experiential education conducted by Northeastern University. This institute team produced a plan to promote student engagement at Auburn through a series of projects and programs to be developed in this ongoing collaboration. Many

of those activities were implemented. Since its creation, Access & Community Initiatives has added another point of organization and considerable experience in service learning pedagogy to campus. To support and expand these collaborations, the Office of Outreach Information has established a full time staff position to coordinate its student engagement efforts, organized a program website, and recruited an initial network of community service providers.

The release of the university strategic plan created the impetus for central initiative to organize and support these and other efforts, and the Provost's office organized the Service-Learning Task Force to address a response. To date this task force has provided guidance to define various forms of student engagement, it has initiated a survey instrument to perform a census of existing programs, and it has determined models to measure institutionalization of student engagement at Auburn. This proposal incorporates the work-to-date of the task force, as well as providing a base of collaboration which will draw upon the collective research and experience gained by the Outreach/Biggio, CLA Civic Engagement and other interested groups.

#### **Implementation Approach:**

The university strategic plan requires service-learning options to be developed for students not otherwise engaged in learning communities as of Fall 2009. This timeframe requires the establishment of a designated work team within the Provost's organization to facilitate this implementation as well as building a permanent structure to promote, develop and oversee a more comprehensive student engagement community.

The following outlines the policy, pedagogy, and process elements which are necessary to institutionalize student engagement across the university as envisioned in the strategic plan. Development of a comprehensive student engagement/service-learning thrust will continue over subsequent years.

#### **Policy –**

The strategic plan has established the basic expectation that Auburn students will participate in "service learning," with options to be provided through academic programs and through Extension. Subsequent direction has defined this broadly as a 40 to 80 hour service expectation over the undergraduate academic career, allowing flexible engagement options beyond those defined specifically in the literature as "service-learning." To date the task force has defined this service expectation broadly as "community engagement/outreach learning" and has identified options for which students would receive curricular or co-curricular recognition. These include traditionally defined "service-learning" courses, "experiential learning" (internships, co-op, study abroad), and "community service" (documented volunteerism, inclusive of activities in Extension offices, established student programs such as IMPACT, and community providers).

To encourage and recognize student service in the curriculum, formal policies and procedures supporting engagement must be developed, vetted through academic administration, faculty and student governance, approved by senior administration and Board, established in academic policy, and articulated through the university bulletin, Tiger Cub, Camp War Eagle orientations, etc. The protocol for these reviews are varied A system of course designation to identify service options in the curriculum and to track enrollments will have to be developed. Promotion of student engagement and service expectations will require some ongoing communication and advocacy among students and faculty.. There is also no central system, procedures, or administrative structure by which to oversee and support comprehensive student service development. Operational authority and accountability to implement

the initiative, as well as the control of resources available for that purpose, should be invested in a formal work group with expectations that additional administrative structures should be developed.

### **Pedagogy –**

As noted in the introduction, the Auburn University service-learning initiative is conceptualized broadly to encourage innovation and rigor in teaching and learning. Community engagement/outreach learning is active learning outside the classroom that is an informed consensual and mutually interactive engagement with people, institutions, and the environment for the purposes of the progressive achievement of civic virtue and promotion of the public good. Community engagement/outreach learning opportunities may be course requirements for specific classes referred to as service-learning, independent opportunities known as experiential learning, or approved volunteer opportunities termed community service.

To ensure reasonable continuity across disciplines with academic rigor a degree of flexibility in pedagogical approaches is essential to the process. The goal of service-learning is development of civic minded students who are problem solvers and analytical thinkers actively engaged in sustaining and improving communities. Faculty will have key leadership for structuring meaningful community-based teaching and learning experiences. The central tenets of the service-learning pedagogy for faculty to consider include the following:

- Service-learning as an educational experience based upon a collaborative partnership between the university and the community within the context of an academic course. This approach combines service tasks with structured academic activities that link the task to self reflection, self discovery, and the acquisition and comprehension of values, skills and knowledge.
- Experiential learning is the process of actively engaging students in an authentic experience that will have benefits and consequences. Students learning by doing, make discoveries and experiment with knowledge themselves instead of hearing or reading about the experiences of others.
- Community service is the engagement of students in volunteer and research activities that focus on service support and problem solving to respond to and sustain diverse segments of the community.

The existing research and experience compiled through the Task Force, CLA Civic Engagement, Outreach/Biggio, Institute team, Institutional Research & Assessment studies should be compiled. These collaborative groups should be engaged in a comprehensive effort of faculty and program development to expand a comprehensive base of service programs across the curriculum. This base of programming will draw upon both the developing network of community partners and the collective opportunities through Extension offices. Pending acquisition of other funding, existing grants through Undergraduate Studies and University Outreach will promote this development process. The core of the aforementioned groups, along with the work team and key faculty will make up a permanent advisory base to guide development and expansion of the initiative. The current effort of the task force to survey the faculty regarding existing service-learning activities should proceed and the results be incorporated into a networking database. Assistance for categorizing and assigning credit for service engagement and other course management elements must be provided, as well as support for student advisement, evaluations, etc.

**Processes –**

A number of administrative processes must be organized to bridge what is currently a decentralized and largely uncategorized body of service-learning, experiential education, and service activities throughout the university. The expansion of the body of service coursework, the addition of statewide Extension service options and the accounting of existing student volunteerism will require the development of a comprehensive database, a networking system, procedures for adding and accessing information, and articulation of records into the central Banner-supported system of student academic records.

Activities, such as courses with service-learning requirements, co-op, internships, etc., already reflected in the curriculum will have some accounting in Banner. Current student volunteer activities and the prospective activities through Extension will have to be accounted for through some mechanism, with an eventual goal of that service being articulated into the student record in Banner. The information also needs to be accessible for institutional analysis.

There is an immediate need for such a system. According to the *Managing Service Learning/Community Engagement* report prepared for Auburn University Institutional Research & Analysis by the Hanover Research Council, at least thirty- three institutions currently use Service Learning Pro. This system has been reviewed by University Outreach; it has a user-friendly format, options for students, faculty and community providers, some reporting and transcription elements, and is affordable. It could be utilized in the interim as a networking device while a bridge to Banner is constructed. This would allow immediate conversion of the existing volunteer activities into a searchable web-based format, and also facilitate systematic addition of the county-by-county Extension options for students. The work group then may devote concerted effort to conversion into Banner and other processes for verifying and documenting service fulfillment into students' academic records.

**RECOMMENDATION:**

This proposal recommends that the working group of University Outreach and Access & Community Initiatives be formally charged to proceed as outlined with the implementation of the student engagement initiative under the auspices of the Provost's office. The working group will continue to engage the members of the task force individually and in groups as necessary to advance the implementation. The working group will specifically collaborate with Extension to facilitate the incorporation of county-based service opportunities collectively into the primary network. The workgroup will continue to utilize existing collaborations among the CLA Civic Engagement group, the Biggio Center, Undergraduate Studies, Student Affairs, Institutional Research & Assessment, and others to advance the implementation and ultimate expansion of a comprehensive program of student engagement at Auburn.

**Distributed for reviewed by Service Learning Task Force 11-14-2008**

**Affirmed in meeting of the task force 12-17-2008**

## **Outline of Policy, Pedagogy, and Process Elements**

### **Policy and structure:**

#### **Service-Learning Research and Investigation**

- Continue examination of models at other institutions
- Site visits at other institutions; networking with peers
- Literature review, conferences

### **Formalize definitions of recognized student engagement options**

#### **Academic and Outreach Service-Learning Curricula**

- Identify potential S-L courses and faculty
- Identify potential S-L outreach opportunities and faculty
- Obtain tentative commitments
- Establish system for course and opportunity identification
- Establish system to categorize courses and opportunities
- Implement curricula
- Review curricula and make modifications

### **Composition and review of policy statements and curriculum requirements**

- Conduct reviews of extant policies at other institutions
- Compose draft; circulate among faculty, administration, and student stakeholders
- Prepare for senior administration approval

### **Leadership and Staffing**

- Establish leadership team
- Organize resources and staffing
- Establish advisory committee
- Identify faculty development contacts
- Identify development strategies
- Conduct periodic capacity reviews

### **Pedagogy:**

#### **Establish Campus Collaborations**

- Provost, University Outreach, Access & Community Initiatives, Extension, CLA Civic Engagement Committee, Education Support Services, Biggio, Extension, others

### **Student Advocacy/ Communications**

- Expand existing website; link to central sites
- Produce and distribute promotional materials

### **Faculty, Staff, and Agency Development**

- Design development opportunities
- Conduct regular sessions

### **Mini-Grants for Academic and Outreach Service-Learning**

- RFP (faculty and possibly student tracks)

- Evaluate Proposals
- Award Grants

### **Course and curriculum development**

- Assist with design and development of new service-learning courses, internships

### **Symposia**

- Plan and symposium for faculty and students

### **Processes:**

#### **Management of applications and records**

- Utilize Service Learning Pro (SL-Pro) to manage a web-based input/registration system for students and partners
- OIT writes an in-house application to integrate with Banner

#### **Qualification of partners and programs**

- Produce and distribute promotional materials to faculty/staff, students and community based service providers
- Perspective partner will apply via SL-Pro
- Approved service learning classes and service options, co-ops, internships, study abroad opportunities and other experiential forms of education will be added to the system
- Assess community partner applications using the following criteria:
  - Will a partnership with Auburn be mutually beneficial to the agency and the students?
  - Does the agency provide a valuable service to the community?
  - Does the agency enhance the quality of life for the community?
  - Will the service requested provide the student with a meaningful learning opportunity?
  - Will the service provide a positive community engagement service experience for the student?
- Approve eligible partners; notify faculty/agency
- Provide orientation to community partners on storing and updating information in database
- Work with Extension partners to facilitate system-wide access into the network for listing county-based service opportunities

### **Enrollment operation**

- Partners are automatically enrolled after approval
- Enrolled partners post service projects and specific areas of need
- Partners maintain a sign in log to track hours completed by students
- Students self-enroll using Banner ID as identifier
- Enrolled students search for service learning designated course work, service projects and agencies that match their areas of interest
- Students contact and coordinate service time with agencies

### **Verification of service performance**

- Upon completion of service projects students record hours completed with the agency in SL-Pro
- Partners must verify in SL-Pro that hours were completed

### **Certification of completion**

- Maintain records of service completed by students
- Review student records periodically to monitor the hours of service students have completed

**Documentation**

- Service fulfillment in student records will be documented via co-curricular transcript on demand
- Once a student satisfies the service requirement of an established service-learning course or credit internship, the representative faculty member will be provided documentation of that record

**Assessment**

- Establish an advisory committee consisting campus, community and Extension partners
- Design an appropriate assessment system
- Conduct periodic review of system
- Coordinate assessment with Institutional Research & Assessment

**Appendix two:**

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**Appendix three:**

**Managing Service Learning/Community Engagement  
Hanover Research Council  
October 2008**

# Managing Service Learning/Community Engagement

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Prepared for Auburn University

In the following report, The Hanover Research Council provides information concerning data collection for, information management techniques and technology related to, and administration of service learning and community engagement programs at large universities. While our primary focus is on the examples provided by other flagship universities in the South, we also include examples from universities outside this region when applicable.

## Overview

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In this report, The Hanover Research Council reviews practices in administration of, data collection for and management of service learning programs, drawing from both the literature concerning service learning administration and assessment and from universities with well-developed or required programs of service learning and community engagement for undergraduates.

In the first section, we explore how other institutions collect and log information on student participation in service learning activities. Universities tend to use required time logs and student surveys to collect data on the hours of community service logged by enrolled students, the types of activities they participate in, and their perspectives on the value of service learning courses. We also review the way in which Michigan State has measured different forms of *faculty* scholarly outreach – including service learning and community engagement – across the university over the past four years. We examine the comprehensive assessment model developed for the service learning programs at Portland State University, and explore the way in which assessment is integrated into service learning courses at Virginia Tech.

In the second section, we review common and institution-specific criteria for the designation of a course as “service learning,” as well as the ways in which several institutions have determined what “counts” as community service. We also profile the appeals process at the University of North Carolina, which allows for innovation in service learning while at the same time maintaining strict standards concerning what may count as a service learning course.

In the third section, we examine how service learning courses are developed, approved and notated. Concerning course development, we outline different models for service learning courses and different ways of integrating service learning into a course, and profile offices, centers and programs that provide course development assistance. Approval processes at several institutions are profiled. Finally, common criteria for the notation of service learning courses are reviewed, in addition to the system of notation for experiential learning courses developed at Indiana University.

In the fourth section, we provide a list of institutions that have developed community service registries for activities that would meet the definition of community service but not “service learning,” along with descriptions of these registries.

In the fifth section, we examine how technology has been employed to support service learning programs across the country.

Finally, we provide a list of institutions of note that have instituted a formal service learning or community engagement requirement and describe the requirements at these institutions.

## Collecting and Reporting Data on Student Involvement in Service Learning Activities

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Universities typically collect data on students' participation in service learning and community engagement activities through required time logs. At the University of Minnesota, for instance, the Career and Community Learning Center requires students enrolled in service learning courses to log service hours using an online form.<sup>1</sup> In addition to basic information (e.g., course, instructor, service learning position, community agency or organization, supervisor, etc.), the "Hourly Log" form asks students to record the date, time in, time out, and total hours for each day of service. A "Comments" section gives students the opportunity to provide additional details.<sup>2</sup> Time logs at other institutions, such as Dominican University of California, not only ask students to record the time in/time out for each day of service, but also the specific activities in which the student participated.<sup>3</sup>

Other institutions, such as Indiana University-Purdue University Indianapolis, have designed end-of-course surveys in order to collect data on the hours of service completed by course participants, in addition to information on the types of reflection activities included in the course (e.g., journals or class presentations) and student attitudes about the community service component. In addition to the number of hours of community service logged, the IUPUI survey provides data on students' level of agreement with statements such as: "The activities/work I completed in this class strengthened my ability to lead a group," or "I have a sense of civic responsibility to become involved in my community."<sup>4</sup>

Outside of detailed data on the number of service hours logged, the types of service activities completed, and students' attitudes toward the service learning component of university courses, an institution might collect very basic data on student participation levels through "course counts" rather than student surveys or time logs. Seattle University, for instance, uses a "course count" conducted in the spring quarter to identify service learning courses across all schools and departments on campus. In the process, the Center for Service and Community Engagement corresponds with both the University Registrar and individual faculty members in order to compile a list of service learning courses. Using the University's Datatel and SUDDS systems, the Center then collects enrollment data for each course. Even this very basic enrollment data provides Seattle University with fuel to produce an annual report – "Academic

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<sup>1</sup> See: <<http://www.servicelearning.umn.edu/students/resources/index.html>>

<sup>2</sup> University of Minnesota, Career and Community Learning Center, "Hourly Log: Community Involvement and Service Learning."

<[http://www.servicelearning.umn.edu/multimedia/Hourly\\_Log\\_\\_Service\\_Learning.pdf](http://www.servicelearning.umn.edu/multimedia/Hourly_Log__Service_Learning.pdf)>

<sup>3</sup> Dominican University of California, "DUC Service-Learning Activity & Time Log."

<<http://www.dominican.edu/academics/service/ducsltimelog.pdf>>

<sup>4</sup> Indiana University-Purdue University Indianapolis, "End of Course Survey – Service Learning."

<<http://www.iupui.edu/~ctrl/docs/End%20of%20Course%20Survey-student.doc>>

Service-Learning by the Numbers” – that tracks the number of service learning courses offered, the number of project-based versus placement-based courses, the number of departments with service learning courses, the number of faculty using this methodology, and five-year trend data on student enrollment in service learning courses.<sup>5</sup>

The most common types of data reported in annual reports on service learning activities include the total number of student participants and the total hours of service contributed by students. Institutions maintaining records of the community organizations at which students work might also provide student participation measures, such as total students and hours logged, by individual venue or project category.

### *Evergreen State College*

The Center for Community Based Learning and Action (CCBLA) at Evergreen State College, located in Olympia, Washington, publishes an Annual Report tracking the Center’s progress and achievements over the course of the past year. The Annual Report provides an overview of how the Center has worked to meet its goals for student mobilization, faculty and staff consultation, and community partnerships, and presents data on the basic level of student involvement in community engagement projects.<sup>6</sup>

Data inventoried by the CCBLA include the number of student participants and hours of student engagement for each venue. The 2006-07 Annual Report presents this data as follows:

Venue	Number of Student Participants	Hours of Student Engagement
Students in Action, Americorps Program	54	15,674
Tutor Project Tutors	14	1,878
Student Ambassadors, In Community Work-Study	9	2,190
<i>Total</i>	<i>77</i>	<i>19,742</i>

Source: Evergreen State College, Center for Community Based Learning and Action

The CCBLA also tracks the number of volunteers and the number of hours worked during the previous year’s Action Days, community initiatives offered in collaboration with various local partners. In addition, the CCBLA keeps a record of

<sup>5</sup> Seattle University, Center for Service and Community Engagement, “Academic Service-Learning by the Numbers: 2008.” <<http://www.seattleu.edu/csce/about/ar/Academic%20S-L%20Report.pdf>>

<sup>6</sup> Evergreen State College, “The Engaged Campus: The Evergreen State College Center for Community Based Learning and Action Public Service Center Annual Report: 2006-7.” <<http://www.evergreen.edu/communitybasedlearning/docs/2006-07annualreportccbla.pdf>>

the community organizations at which Evergreen State students have volunteered or completed service learning activities.<sup>7</sup>

*University of Missouri-Columbia*

The Office of Service-Learning at the University of Missouri-Columbia produces an annual report that provides data on participation in and satisfaction with the University's service learning programs and activities, as well as information on new community initiatives and partnerships. The annual report provides:

- ❖ The total number of service learning courses supported by the Office of Service-Learning and the percentage increase over the previous year;
- ❖ The total number of students enrolled in service learning courses and the percentage increase over the previous year;
- ❖ The number of students enrolled in service-learning activities by project category;
- ❖ The number of new partnerships formed with community service agencies and organizations;
- ❖ Agency evaluations of student volunteers' performance (percentage rating students as "poor," "average" or "very good/excellent" in areas such as attendance, cooperation, dependability and resourcefulness, among others);
- ❖ Student evaluations of community agencies;
- ❖ And credit hours generated by the Honors College Community Improvement Program, the Civic Leaders Internship Project, the State Government and Leadership course, and Humanities 101 (student credit hours in other service learning courses are counted in departmental totals).<sup>8</sup>

The University of Missouri-Columbia organizes service learning participation data into the following project categories:

- ❖ Community/program development
- ❖ Technology
- ❖ Community-based research
- ❖ International/Hispanic student assistance
- ❖ Childcare
- ❖ Environmental
- ❖ Disability assistance
- ❖ Elderly assistance
- ❖ Adult/parent assistance
- ❖ Subsistence service (food/clothing/shelter/jobs)

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<sup>7</sup> *Ibid.*

<sup>8</sup> Anne-Marie Foley, "The Office of Service Learning, University of Missouri-Columbia: 2003-2004 Annual Report." <[http://servelearn.missouri.edu/acrobat\\_files/2004\\_annual\\_rpt.pdf](http://servelearn.missouri.edu/acrobat_files/2004_annual_rpt.pdf)>

- ❖ Mentoring
- ❖ Animal assistance and pet therapy
- ❖ Communications/PR/FR
- ❖ Tutoring/child education
- ❖ Public health
- ❖ Miscellaneous
- ❖ Government internships<sup>9</sup>

### *Measuring Service Learning*

At Michigan State University, one of the eighty-one universities listed in the Princeton Review's *Colleges with a Conscience* as having outstanding community involvement, the desire to measure "scholarly outreach" resulted in the development of the Michigan Outreach Measurement Instrument as: 1) "a means of assessing the institution's overall enactment of its engagement/public service mission,"<sup>10</sup> 2) "a management and planning tool for insuring that individual academic units contribute appropriately to the institution's overall engagement commitment,"<sup>11</sup> 3) "a basis for 'telling the engagement story' to the institution's publics"<sup>12</sup> and 4) "a new rubric for comparing peer institutions nationally."<sup>13</sup> Although this tool is intended to measure outreach more generally, the means by which outreach (which includes the category of service learning) is measured may prove useful to Auburn in its attempts to collect information on service learning and community engagement.

Scholarly outreach was defined as consisting of five different categories of activity: outreach instruction, outreach research, clinical service, student experiential/service learning, and public events and information. For the purposes of the Michigan Outreach Measurement Instrument:

Student Experiential/Service Learning includes faculty activities in supervising or directing civic or community service performed by students. The category includes traditional course-based service learning, career-related internships or practica, and students volunteering in the community if faculty are involved. The experiences should be carefully integrated with the student's academic experience and should incorporate frequent, structured, and disciplined reflection on the linkages between the civic/service activity and the content of the academic experience.<sup>14</sup>

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<sup>9</sup> *Ibid.*

<sup>10</sup> Robert L. Church, Diane L. Zimmerman, Burton A. Bargerstock, and Patricia A. Kenney, "Measuring Scholarly Outreach at Michigan State University – Definitions, Challenges, Tools," *Journal of Higher Education Outreach and Engagement* (January 23, 2003), p. 3. Available online at <<http://schoe.coe.uga.edu/benchmarking/msu.pdf>>

<sup>11</sup> *Ibid.*

<sup>12</sup> *Ibid.*

<sup>13</sup> *Ibid.*

<sup>14</sup> *Ibid.*, p. 10.

The authors note that how strictly to interpret “service” in this category posed a difficult question. Institutions may want to ask respondents to distinguish between academic service learning, career-related service, and volunteerism.

The Michigan Outreach Measurement Instrument, a web-based survey, consists of three parts. The first two sections collect quantitative data, while the third allows respondents to describe their outreach work in detail. In the first part, faculty are asked to indicate the percentage of time spent on teaching, advising, new course development, research consulting, university service and general service in the reporting year that was devoted to outreach activities. The survey instructs respondents to count “all work that has an outreach component, including that portion of your teaching, research, and service that is conducted for the direct and immediate benefit of audiences external to the academy.”<sup>15</sup>

In the second section, faculty are asked to choose one or two “areas of concern” within which their outreach activities primarily fall. The survey authors explain, “The list of areas of concern was designed to provide all faculty in a complex institution (from sculptors to chemists to speech therapists to landscape architects) opportunities to include their activity without creating a nearly endless list. In our pilot tests we also included an ‘other’ category for those who thought their work did not fall under any of the listed areas.”<sup>16</sup> Respondents are then asked to indicate what percentage of their outreach effort is devoted to each area of concern so that the institution can discern whether faculty outreach efforts are spread evenly over areas of concern.

Faculty subsequently are asked questions concerning the location of activity, type of activity, partners or groups involved, and revenues associated with the outreach work: “For each chosen area of concern, we ask whether their work has a particularly international or urban focus, where the work took place (from a menu ranging from specific Michigan counties to global), and what type of outreach work (outreach instruction, clinical service, service, etc.) they are doing.”<sup>17</sup> Faculty are also asked to choose one of 18 groups from a menu (educators, business and industry managers, labor advocacy and employment support personnel, etc.) to characterize their collaborators in the external community. The second section of the survey concludes by asking for the number of people who attended or participated in the outreach work, estimates of external funding (gifts, grants, contracts, or tuition revenue) coming to Michigan State to support the outreach activity, and estimates of funds that outreach work helped generate for external collaborators.

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<sup>15</sup> *Ibid.*, p. 12.

<sup>16</sup> “Explanation of Michigan State University’s Outreach Measurement Instrument (DRAFT) and its pilot testing,” (August 29, 2003), p. 2. Available online at <<http://schoe.coe.uga.edu/benchmarking/msu2.pdf>>

<sup>17</sup> Church et al, *op. cit.*, p. 13.

Section three provides faculty an opportunity to report more detailed information about their outreach activities. Faculty may present qualitative information about their outreach work and its importance in a free-response format. While this information is not incorporated into management analysis, it provides a rich resource for stories for the news media, presidential speeches, communication with the legislature and alumni, and communication with faculty and staff.

The Outreach Measurement Instrument is now called the Outreach and Engagement Measurement Instrument (OEMI). A report entitled “Outreach and Engagement at Michigan State University, 2007” presents an analysis of the 2007 survey.<sup>18</sup>

A 2001 article entitled “A Comprehensive Model for Assessing Service-Learning and Community-University Partnerships” presents a “comprehensive model [that] distills program or course goals into specific key variables or concepts and then develops one or more measurable indicators for each variable.”<sup>19</sup> While Auburn may be primarily concerned with the measurement of student involvement in service learning, it should be noted that this model is intended to capture information for each of the other constituencies involved in the service learning experience, including faculty and community members. In fact, the authors write that “this model is unique in its attention to the perspectives of community partners.”<sup>20</sup> Although developed at Portland State University to assess the impacts of service-learning as a component of the general education curriculum, this assessment framework has since been used by many other institutions, including those involved in the Health Professions Schools in Service to the Nation program.

The comprehensive model is based on a “goal-variable-indicator-method” design:

- ❖ Goal: What do we want to know?
- ❖ Variation: What will we look for?
- ❖ Indicator: What will be measured?
- ❖ Method: How will it be measured?<sup>21</sup>

The following table presents an example of the way in which this model may be applied with respect to measuring student involvement in service learning/community engagement and the outcomes of service learning/community engagement for students.

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<sup>18</sup> “Outreach and Engagement at Michigan State University, 2007,” *The Engaged Scholar Magazine* 3 (Summer 2008). Available online at <<http://engagedscholar.msu.edu/magazine/volume3/oemi.aspx>>

<sup>19</sup> Barbara A. Holland, “A Comprehensive Model for Assessing Service-Learning and Community-University Partnerships,” *New Directions for Higher Education* 114 (Summer 2001), p. 54.

<sup>20</sup> *Ibid.*, p. 58.

<sup>21</sup> Taken verbatim from *Ibid.*, p. 55.

Figure 1: An Example of the “Goal-Variable-Indicator-Method” Design

Goal	Variation	Indicator	Method	
<b>Measurement of Student Involvement/Outcomes</b>				
Increase Sense of Social Responsibility	Awareness of community issues	--	--	
	Involvement with community	--	--	
	Concern about career goals and other interests	--	--	
	Commitment to service	Hours of participation		Survey
				Observation
				Logs
		Level of Participation over time		Survey
				Interview
				Observation
		Reactions to challenges of service		Survey
				Interview
				Focus Group
				Journals
Intention regarding future service		Survey		
		Interview		
		Focus Group		
		Journals		
<b>Measurement of Community Involvement/Outcomes</b>				
	Capacity to fulfill mission	New insights into organizational operations		
		New services initiated		
		Increased capacity to serve clients		
	Economic impacts	Value of service-learning services		
		New or leveraged funding		
		Reduced or increased costs associated with service-learning activity		
	Perception of mutuality and reciprocity	Self-articulation of role in project		
		Articulation of goals for the partnership		
		Articulation of benefits to the campus and students		
		Articulation of unanticipated benefits to organization		
	Awareness of potential	Analysis of mission or vision		
		Development of new networks of partners		
		Interest in new endeavors		
	Sustainability of partnership	Articulation of criteria for success		
		Cost-benefit analysis		
		Perceptions of trust		

Goal	Variation	Indicator	Method
		Suggestions for change or improvement	
	Satisfaction	Intentions to continue	
		Ability to articulate positive and negative feedback	
		Recruitment of students for continued service or employment	
		References to service-learning in fundraising or publications	
		Ideas for further interaction	

Source: Holland (2001)

The authors note that while institutions will certainly want to make choices regarding the methods they employ to measure particular indicators, a multi-method approach is ultimately preferable as “each method helps to clarify, explain, verify, or elaborate on the data generated by a different method.”<sup>22</sup>

The following table presents the strengths of different kinds of data collection strategies.

**Figure 2: Comparative Strengths of Assessment Instruments**

Instrument	Ease of Data Collection	Ease of Data Analysis	Richness of Data (descriptive)	Flexibility – Open to Unanticipated Data Findings	Promotes Reflection
Survey	X	X			
Interview			X	X	X
Focus groups			X	X	X
Observations			X	X	
Vita analysis	X	X			
Syllabus analysis	X	X			
Journals			X	X	X

Source: Holland (2001)

Although comprehensive assessment confers significant advantages through the generation of information for continuous improvement and information for the purposes of accreditation or advertising, the author is careful to note that it requires substantial investment and commitment. Hence, it may be the case that a university such as Auburn would want to collect only certain pieces of information (e.g., activities engaged in and hours spent in service learning from all students) and apply comprehensive assessment methods to a limited set of service-learning programs.

<sup>22</sup> *Ibid.*, p. 56.

Virginia Tech requires faculty who teach service learning courses to follow strict procedures on a specific timeline in order to enhance the quality of assessment. One month before a service learning course starts, faculty must fill out the Course Planning Guide and deliver it to the Center for Student Engagement and Community Partnerships.<sup>23</sup> Students are asked to take the “participant inventory,” an “anonymous questionnaire of demographic and attitudinal information about the service-learners used for comprehensive data about program participants,” in the first week of class so that the Center can compile a participant report.<sup>24</sup> By the second week of class, faculty are asked to return student’s “service learning applications,” which ask for “information on students’ project interests, talents or skills, references, geographic preferences, and time availability to assign sites” to the Center.<sup>25</sup> Faculty are required to complete a mid-point check at six to eight weeks into the semester in which they interview students about the progress of each service project.<sup>26</sup> Finally, on the last day of class or at the final exam, students are given an end-of-semester evaluation to fill out. This evaluation consists of an anonymous questionnaire about all aspects of students’ service-learning experience.<sup>27</sup>

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<sup>23</sup> “Virginia Tech University: Process for Designation.” Available online at <<http://www.cas.usf.edu/servicelearning/designa.html>>

<sup>24</sup> *Ibid.*

<sup>25</sup> *Ibid.*

<sup>26</sup> *Ibid.*

<sup>27</sup> *Ibid.*

## Delineating Service Learning and Community Service

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### *Service Learning*

While the university surely wants to encourage innovation in service learning, it must offer a definition of service learning and community service that is rigid enough to protect against efforts to shortchange the requirement. In this section, we explore the common and institution-specific criteria that courses must meet in to earn the designation of “service learning course,” as well as how institutions have managed appeals to extend the designation to new courses.

The California Campus Compact, a regional section of a national coalition of college and university presidents dedicated to promoting community service, civic engagement, and service-learning in higher education,<sup>28</sup> suggests the following guidance for designating a course as a service learning course:

- ❖ The syllabus must reflect incorporation of service experience into teaching and learning objectives for the course, as well as an explanation of the service-learning component and pedagogy.
- ❖ Partner agencies identify needs to be met by students performing service and are involved in planning for the service and evaluation of service; some schools also require that the partner agencies are involved in organizing the course itself.
- ❖ Faculty and students become acquainted with agencies students are to be placed with prior to students commencing service, understanding agency mission, clientele, location; additionally students receive some training and have a full understanding of their rights and responsibilities in the agency.
- ❖ Academic credit is earned for learning gained from the experience, not for the service itself; the courses are academically rigorous, as determined by department and college curriculum committees, and are appropriate for students’ academic preparation.
- ❖ The service experience is informed by knowledge from the discipline and is integrated into the course through readings, projects, class presentations, meaningful and on-going reflection (including dialogues about community issues and the need for service).
- ❖ The service opportunities are designed to further students’ civic education.
- ❖ The course must offer students an opportunity to learn from each other in addition to learning from the instructor.
- ❖ Students must complete a minimum number of hours of service and the community service component must comprise a minimum/maximum (i.e. no less than 15% and no more than 30%) percentage of the total course grade.

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<sup>28</sup> “Welcome to the Campus Compact Website,” Campus Compact. Available online at <<http://www.compact.org/>>

- ❖ The community partnership does not represent a conflict of interest for students or faculty.<sup>29</sup>

The following table presents institution-specific criteria for determining whether or not a course receives “service learning” status.

**Figure 5: Service Learning Course Designation Criteria**

Institution	Criteria for Designation
Duke University	<p>To determine if a Duke-administered on-campus or abroad course receives the Service Learning (SL) label, faculty and administrators use the guidelines below as a starting point in assessing the academic merit of a given service learning opportunity: Students engage in a minimum of 20 hours of planned service activities. The service experience is integrally related to the academic subject matter of a course. Coursework involves critical reflection on the relationship between academic course content and the service experience. Coursework involves critical reflection on the ethical and civic dimensions of the service experience.<sup>30</sup></p>
University of San Francisco	<p>The integration of service-learning into an undergraduate or graduate course has five key components:</p> <p><i>Service activities are mandatory.</i> The service-learning experience is required of all participants; every student enrolled in the section must complete a service-learning activity. The number of required hours for service-learning activity may vary by course and discipline (usually 15 hours or more). However, in all cases, the student learning outcomes of the course determine the hours required.</p> <p><i>Clear connections exist between service activities and the academic discipline.</i> The service-learning connection to the academic discipline and/or content of the course must be explicit: connections are clearly delineated in the course syllabus. Integration of a service-learning activity is outcome driven (i.e., service-learning is not an "add-on" to the course; rather it should be explicitly described in the syllabus as a methodology for achieving specified student learning outcomes). The service-learning assignment is explained in detail in the course syllabus, including its relationship to USF Mission.</p> <p><i>Service activities benefit the client or community in a meaningful way.</i> The service activity must involve reciprocity between the community and the university. In other words, faculty and/or students collaborate with the client or community to identify clearly the mutual benefit of learning for the student and the "value-added" service to that client or community. An opportunity must exist for the student to have meaningful exchanges with the client or community, to explore the nature of a problem, issue, and/or challenge, and its impact on the participants.</p> <p><i>Students engage in a carefully articulated reflection process around the service, the discipline, and themselves.</i> A systematic (e.g., ongoing and regular) process for reflection must be clearly defined in the course syllabus. Reflection on service-learning experiences provides students with an opportunity to:</p> <ol style="list-style-type: none"> <li>1. Link theory and experience (i.e., learn more about the course content as a result of the service activity); and</li> </ol>

<sup>29</sup> Taken verbatim from “A Compilation of General Information on Documenting Service and Service Learning in Higher Education,” California Campus Compact (June 2003). Available online at <[http://www.compact.org/media/Service\\_on\\_Transcripts.pdf](http://www.compact.org/media/Service_on_Transcripts.pdf)>

<sup>30</sup> Taken verbatim from “Duke Study Abroad Policies and Procedures,” Duke University. Available online at <<http://studyabroad.duke.edu/policies.html#service>>

Institution	Criteria for Designation
	<p>2. Evaluate the impact of service on the client or community; and, experience some level of personal growth through participation in service-learning.</p> <p><i>Faculty assess the student learning outcomes of the service experience. A systematic (e.g., ongoing and regular) process for assessment must be clearly defined in the course syllabus. Assessment of service-learning experience provides information on the degree to which student learning outcomes were met; and the degree to which the student's service is valuable to the client or community.</i><sup>31</sup></p>
University of North Carolina	Credit bearing academic courses that are listed in the course search engine as a "public service" course automatically count as service learning courses. In addition, APPLS spring/summer internships, APPLS alternative spring break trips, APPLS Social Entrepreneur fellowships, and APPLS summer and fall study abroad trips also automatically count as service learning courses. <sup>32</sup>
Colorado State University	<ol style="list-style-type: none"> <li>1. The syllabus is developed and revised to incorporate the service experience into the teaching and learning objectives of the course.</li> <li>2. Partner agencies define their needs and are included in planning for the service.</li> <li>3. The faculty member becomes acquainted with each community agency that students are placed with, understanding the agency mission, clientele, location, and student role.</li> <li>4. Preparation for the service addresses student training, clarification of responsibilities and risk management issues.</li> <li>5. Students are introduced to the partner agency before the service begins, including orientation to the issues being addressed.</li> <li>6. Students are involved in at least five hours of service in the community for each hour of credit they receive for the course.</li> <li>7. Academic credit is awarded for the learning gained from the experience, not for the service itself.</li> <li>8. The service experience is connected to the course through readings, projects and class presentations.</li> <li>9. Reflection on the service experience is on-going and includes dialogue about community issues and the need for the service.</li> <li>10. Students, faculty and community representatives participate in the evaluation process provided by the Service Integration Project.<sup>33</sup></li> </ol>
UT Austin	<p>A service-learning course is an academic course that includes as part of its course requirements student participation in volunteer placement in a non-profit community organization or in other organized community service entities. The course clearly places academic learning at the center of the volunteer service experience by meeting the following criteria:</p> <ul style="list-style-type: none"> <li>• Linking the volunteer service component directly to the academic learning objectives of the course...</li> <li>• Defining the volunteer service performed by students as meeting a community need, as defined by or developed collaboratively with the community entity...</li> <li>• Making an integral part of the course curriculum structured opportunities for students to critically reflect on the community service and synthesize these experiences with academic theories and concepts...</li> </ul>

<sup>31</sup> Taken verbatim from "Contemplatives in Action: Service Learning at USF," University of San Francisco. Available online at <[http://serve.usfca.edu/OSL/about/SL\\_contemplatives.html](http://serve.usfca.edu/OSL/about/SL_contemplatives.html)>

<sup>32</sup> Taken verbatim from "Service Learning Course," Carolina Center for Public Service, The University of North Carolina. Available online at <<http://www.unc.edu/cps/students-scholars-service-learning-course.php>>

<sup>33</sup> Taken verbatim from "Criteria for Designation," Colorado State University. Available online at <<http://www.cas.usf.edu/servicelearning/designa.html>>

Institution	Criteria for Designation
	<ul style="list-style-type: none"> <li>• Evaluating the overall course performance of students based on their success at integrating the academic concepts of the course and the community service experience...</li> </ul> <p><i>Note: Academic service-learning is different from an internship. Academic service-learning is not volunteering.</i><sup>34</sup></p>
Virginia Tech	<p>1) <i>Communication</i> The Service-Learning Center expects SL faculty to communicate details about themselves, their course and their service-learners. Specifically, the Center expects faculty to:</p> <ol style="list-style-type: none"> <li>a) Respond within one week to requests for information;</li> <li>b) Complete a Faculty Course Planning Guide;</li> <li>c) Provide the Center with a copy of the course syllabus and the Faculty Course Planning Guide at least two weeks prior to the first day of class; provide a contact name, telephone number and address for any site placements arranged independent of the Center;</li> <li>d) Provide the Center with a copy of any news articles featuring their service-learning projects or students;</li> <li>e) Inform the Center of any significant incidents related to the service-learning experience.</li> </ol> <p>2) <i>Cooperation</i> The Service-Learning Center expects SL faculty to cooperate with the Center's procedures for placing, training, monitoring and evaluating service-learners. Specifically, the Center expects faculty to:</p> <ol style="list-style-type: none"> <li>a) Incorporate an explanation of the service-learning component and its relationship to the course objectives into the course syllabus;</li> <li>b) Discuss the service-learning component during the first class meeting;</li> <li>c) Distribute and collect the Participant Inventory by the second class meeting;</li> <li>d) Distribute and collect the Service-Learning Application by the end of the first week of class;</li> <li>e) Enforce all training requirements;</li> <li>f) Treat the Service-Learning Agreement as a class writing project;</li> <li>g) Meet all due dates and encourage their students to do the same.</li> </ol> <p>3) <i>Collaboration</i> The Service-Learning Center expects SL faculty to collaborate with their colleagues and the Center in designing and implementing successful service-learning experiences for students. The Center expects faculty to:</p> <ol style="list-style-type: none"> <li>a) Attend at least one Faculty Development workshop each year;</li> <li>b) Participate in the SERVLERN listserv;</li> <li>c) Create a link between their course, program or department homepage and the SLC homepage;</li> <li>d) Nominate at least one service-learning student and one service-learning colleague for recognition at the end of the academic year;</li> <li>e) Attend and promote Youth Service Week activities in support of service-learning at Virginia Tech.<sup>35</sup></li> </ol>
University of Central Florida	The basic criteria for designating an existing course as a service-learning (S-L) course at UCF are that it:

<sup>34</sup> "Criteria for Offering Courses at The University of Texas at Austin, "Academic Service-Learning at UT Austin," The University of Texas at Austin. Available online at <<http://www.utexas.edu/provost/academicservicelearning/criteria.html>>

<sup>35</sup> Taken verbatim from "Criteria for Designation," Virginia Tech. Available online at <<http://www.cas.usf.edu/servicelearning/designa.html>>

Institution	Criteria for Designation
University of Central Florida	<ul style="list-style-type: none"> <li>• addresses a need in the community (campus, local, regional, global)</li> <li>• meets one or more course objectives</li> <li>• demonstrates a clear connection between the service activity and the course content</li> <li>• involves reciprocity between course and community that results in students' increased civic awareness and engagement</li> <li>• involves structured student reflection</li> <li>• involves collaboration with an appropriate agency representative</li> <li>• involves at least 15 hours of student service to the community agency</li> </ul> <p>To be designated as a S-L course, the S-L activities must be with nonprofit organizations or governmental agencies, including public schools, the philanthropic arm of a for profit organization, or other initiatives approved by the S-L Course Evaluation Committee on a case by case basis.</p> <p>All students in the course must be required to engage in S-L experiences. The experiences may not be simply co-op, internship, clinical practicum and other activities designed to purely meet student learning needs. These experiences designed to develop and/or demonstrate implementation of competencies which are the focus of the course, while integral to the student's learning, do not generally meet the S-L requirements.<sup>36</sup></p>

Source: The Hanover Research Council

Note that while the designation requirements at most institutions refer specifically to course construction/the course proposal, service learning course criteria involve specific procedures for the placement, training, monitoring and evaluation of service learners. In addition, would-be service learning faculty are obligated to fulfill several types of professional development requirements, such as the attendance of at least one workshop, participation on a listserv and involvement in “service week” activities.

At the University of Central Florida, the service learning designation is explicitly restricted to courses that feature service learning activity with non-profit organizations or governmental agencies (although a service learning course evaluation committee may approve other initiatives on a case-by-case basis). The University denies co-op, internships and clinical practica the service learning designation. At UNC Chapel Hill, the “service learning course” designation is extended beyond traditional courses to include spring/summer internships, alternative spring break trips, Social Entrepreneur fellowships, and summer and fall study abroad trips offered by APPLES (“Assisting People in Planning Learning Experiences in Service”), “a student-led program that builds sustainable, service-learning partnerships among students, faculty and communities in North Carolina and beyond.”<sup>37</sup> On the other



<sup>36</sup> Taken verbatim from “Criteria and Procedure for Service Learning Course Approval,” University of Central Florida. Available online at <<http://www.explearning.ucf.edu/Forms-%20SL%20course%20approval%20criteria%20procedure.doc>>

<sup>37</sup> “About APPLES,” UNC Chapel Hill. Available online at <<http://www.unc.edu/apples/about/index.html>>

hand, the University of Texas, Austin, explicitly differentiates between academic service learning and internships or volunteering.

While it is important to establish criteria for the designation of service learning, an institution might consider it equally important to ensure that there is a degree of flexibility in service learning course designations in order to allow for innovation in service learning. At the University of North Carolina, Chapel Hill, this flexibility is achieved through an appeals process. This process places the burden on the student to explain why an Independent Study class (or any other class that is not designated as a service-learning or public service class) meets the three requirements for a service learning course: 30 hours of service, reflection on service experience and a connection between the student's service experience and the course's academic goals. Students can choose to work with a professor "to incorporate the requirements of a service-learning class (30 service hours, reflection, and connection of service to academics) into an existing academic course or Independent study. This could include submitting weekly journal entries to your professor for him/her to read and review and submitting a final paper that ties the course curriculum to your service work in the community."<sup>38</sup> An appeal form, shown below, must be submitted.

**Figure 6: Appeal Form, University of North Carolina**

		
<p><b>Public Service Scholars Program</b>  <b>SERVICE-LEARNING CLASS APPEAL FORM</b></p>		
Name of Student: _____		
Email Address: _____		
Expected Graduation Month and Year: _____		
Title and Course Number of Class: _____		
Class Instructor: _____		
<p><b><u>Please attach the course syllabus &amp; get your instructor's signature prior to submitting this appeal form.</u></b></p>		
<table border="1"> <tr> <td> <p><b>Service-learning classes are defined by three basic characteristics. The course must:</b></p> <ol style="list-style-type: none"> <li>1.) <b>Require students to perform at least 30 hours of service.</b></li> <li>2.) <b>Facilitate students' reflection on their service experience.</b></li> <li>3.) <b>Seek to connect students' service experience with the course's academic goals.</b></li> </ol> </td> </tr> </table>		<p><b>Service-learning classes are defined by three basic characteristics. The course must:</b></p> <ol style="list-style-type: none"> <li>1.) <b>Require students to perform at least 30 hours of service.</b></li> <li>2.) <b>Facilitate students' reflection on their service experience.</b></li> <li>3.) <b>Seek to connect students' service experience with the course's academic goals.</b></li> </ol>
<p><b>Service-learning classes are defined by three basic characteristics. The course must:</b></p> <ol style="list-style-type: none"> <li>1.) <b>Require students to perform at least 30 hours of service.</b></li> <li>2.) <b>Facilitate students' reflection on their service experience.</b></li> <li>3.) <b>Seek to connect students' service experience with the course's academic goals.</b></li> </ol>		

<sup>38</sup> "Service Learning Course," Carolina Center for Public Service, *op. cit.*

**In order for this class to be considered a service-learning class for Public Service Scholars, please answer the following questions. Attach additional sheets if needed.**

- 1.) As described in the syllabus, does this course meet all of the above service learning class requirements? **YES** \_\_\_\_\_ **NO** \_\_\_\_\_
- 2.) If not, how will the student work with the instructor to modify this course to meet all of the above requirements?

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**By signing this form, I agree to the above-mentioned class modifications that will allow this course to be considered for the service-learning class requirement for the Public Service Scholars program.**

**Signature of Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Instructor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

To be completed *after* submission:

**Approved by (CCPS staff):** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Community Service*

While there is a substantial amount of institutional documentation on the criteria for the service learning designation, there is less material on the definition of “community service.” However, North Carolina Central University’s Academic Community Service Learning Program requirement, which can be fulfilled either by service learning or by community service, provides one example of the community service/service learning distinction: “Students perform community service when they participate with an approved service agency in an activity designed to enhance the quality of the life for the community.”<sup>39</sup> In other words, the University defines requirement-fulfilling community service as that which occurs with approved agencies.

Florida State University employs a program through which students can receive a notation for community service hours on their formal transcripts. The institution enumerates criteria by which it determines whether or not to include service hours on student transcripts. The ServScript program criteria are as follows:

- ❖ **DIRECT SERVICE** *engages students in person-to-person contact with those in need.*  
Examples: Cook/serve/deliver food for the homebound or homeless; Staff a

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<sup>39</sup> “Academic Community Service,” North Carolina Central University. Available online at <<http://www.nccu.edu/Students/communityservice.cfm>>

- health clinic; Teach English as a second language; Tutor, mentor, or coach youth; Visit with the elderly; Serve meals in a shelter for the homeless.
- ❖ **INDIRECT SERVICE** *meets a clear need but has benefits to the larger community.* Examples: Plan drug, violence, or disease prevention programs; Assist with disaster services; Participate in an environmental project; Serve in urban renewal projects such as mural or house painting; Build low-income housing; Fundraise with direct interaction with a nonprofit beneficiary.
  - ❖ **RESEARCH SERVICE** *involves students in collecting information for the public interest or welfare.* Examples: Work in a laboratory that meets a community need; Conduct energy audits in public buildings; Test water to assist with restoration efforts; Conduct research to protect endangered species.
  - ❖ **ADVOCACY SERVICE** *allows students to lend their voices, writing ability, and other talents toward an issue in the public interest.* Examples: Conduct information campaigns; Draft legislation that helps or protects the community; Lobby on behalf of a community issue; Conduct nonpartisan voter registration drives; Organize a nonpartisan letter writing campaign for a social issue.<sup>40</sup>

Students who are unsure whether or not a service activity meets these criteria are directed to contact the Center for Leadership & Civic Education. All hours are subject to audit by the ServsScript Review Committee.

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<sup>40</sup> Taken verbatim from “ServScript,” The Center for Leadership & Civic Education, Florida State University. Available online at <<http://www.fsu.edu/~service/students/servscript.pdf>>

## Development, Approval and Notation of Service and Experiential Learning Courses

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### *Development*

Six different models of service learning courses are identified by Kerrissa Heffernan in *Fundamentals of Service Learning Course Construction*.<sup>41</sup>

- ❖ **“Pure” Service Learning:** Intellectual core is in the idea of service, not necessarily in a particular discipline.
- ❖ **“Discipline-based” Service Learning:** Spending a semester in the community with ongoing reflection on experiences.
- ❖ **“Problem-based” Service Learning:** Students serve as “consultants” to the community working on a particular problem or need.
- ❖ **Capstone Courses:** Designed for a particular discipline and draws upon knowledge from throughout coursework.
- ❖ **Service Internships:** Intensive experience in a community setting; regular and ongoing reflective opportunities; focus on reciprocity.
- ❖ **Undergraduate Community-Based Action Research:** Students work with faculty to learn research methodology while serving as community advocates.

Service learning elements can be integrated into a course in several different ways. The following is a selection of the options currently recognized by the University of South Carolina:

- ❖ **Service-Learning Course.** In this case, all students are involved in service as an integrated aspect of the course.
- ❖ **Options within a Course:** Many faculty begin service-learning with a pilot project. In this design, students have the option to become involved in the service-learning project. A portion of the normal coursework is substituted by the service-learning component.
- ❖ **Service-Learning Credit Option:** Students negotiate with the instructor to define parameters of the service component and ways to document the learning derived from the service experience. Some departments use an “Independent Readings and Research” variable credit or create a “Service-Learning Option” credit so that a student’s involvement in service-learning is officially documented on the transcript.

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<sup>41</sup> “Six Models for Service Learning.” “An Overview of Service Learning.” The University of Delaware (May 1, 2003). Available online at <[http://www.ipa.udel.edu/servicelearning/docs/Service\\_Learning\\_Initiative.ppt#263,15](http://www.ipa.udel.edu/servicelearning/docs/Service_Learning_Initiative.ppt#263,15)>, Six Models for Service-Learning>

- ❖ **Service-Learning within Course Clusters:** Multiple academic courses “cluster” around a common theme and utilize a service-learning project as a unifying experience to further enhance the theme of the cluster.<sup>42</sup>

Cal State Pomona provides its faculty with a checklist for developing and evaluating potential service-learning courses to ensure that the following basic criteria are met: enhancing student academic and civic learning, providing relevant and meaningful community service and responsible conduct. In addition to guidance on the syllabus, the checklist asks faculty to ensure that the community partner has signed a service learning agreement form, to conduct a site visit and to develop a customized student learning plan.<sup>43</sup>

**Figure 7: Guidelines for Service-Learning Course Development, Cal State Pomona**

#### **CRITERIA 1: ENHANCE STUDENT ACADEMIC & CIVIC LEARNING**

- Does the syllabus include service-related learning objectives? (A list of potential learning outcomes can be found at <http://academic.csupomona.edu/ccsl/course/learningoutcomes.htm>).
- Does the syllabus explicitly describe the connection between the service activities and the academic components of the course?
- Does the syllabus include a description of how students will engage in structured reflection? (For more information on different types of reflective activities, and the importance of reflection in connecting service to student learning, visit: <http://www.compact.org/disciplines/reflection/>).
- Are the service activities incorporated into the grade requirements for the course? (e.g., are there graded course assignments related to the students’ service-related activities?)

#### **CRITERIA 2: PROVIDE RELEVANT AND MEANINGFUL COMMUNITY SERVICE**

- Does the syllabus (or supplemental handouts) describe the community partner and the nature of the service activities?
- Does the syllabus (or supplemental handouts\*) describe the significance of the service activities to the community partner and/or community issue?
- Do the service activities provide direct benefit to a local community? (e.g., by working with non-profit or faith-based organizations, K-12 schools, small businesses, or other local agencies?)

<sup>42</sup> Taken verbatim from “Service-Learning Course Model Options,” University of South Carolina. Available online at <<http://www.sc.edu/servicelearning/pdf/CourseModelOptions.pdf>>

<sup>43</sup> GUIDELINES FOR DEVELOPING AND EVALUATING SERVICE-LEARNING COURSE SYLLABI," California State Polytechnic University, Pomona (January 25, 2007). Available online at <[http://academic.csupomona.edu/ccsl/\\_docs/SLGuidelines.doc](http://academic.csupomona.edu/ccsl/_docs/SLGuidelines.doc)>

**CRITERIA 3: BE RESPONSIBLE TO OUR STUDENTS AND THE COMMUNITY**

- Does the syllabus (or supplemental handouts\*) describe the students' responsibilities, and any associated risks, as they relate to the service activities? (This can be fulfilled when students complete the required Student Learning Plan; see below)
- If applicable, does the syllabus describe how the students' work will be disseminated back to the community?

**CRITERIA 4: ADDITIONAL REQUIREMENTS**

Although the following items may not be reflected in the syllabus, the following steps must also be completed:

- Is there a signed Service-Learning Agreement between Cal Poly Pomona and the Community Partner on file with the CCS-L office? A template form, is available at: [http://academic.csupomona.edu/ccsl/docs/Service\\_learning\\_agreement.doc](http://academic.csupomona.edu/ccsl/docs/Service_learning_agreement.doc). For more information or assistance completing an agreement with the community partner, contact our Community Collaboration Coordinator, Christina Gonzalez-Salgado (x4574 or [clgonzalez@csupomona.edu](mailto:clgonzalez@csupomona.edu)).
- Has either the faculty member or a representative from CCS-L conducted a community partner site visit in order to (a) identify potential risks and (b) gain a better understanding of site operations? This visit should be conducted prior to committing to a service placement. A "Checklist for CBO Visits" is available at: [http://academic.csupomona.edu/ccsl/\\_docs/CBO\\_visit\\_checklist.doc](http://academic.csupomona.edu/ccsl/_docs/CBO_visit_checklist.doc). For assistance with site visits, contact our Community Collaboration Coordinator, Christina Gonzalez-Salgado (x4574 or [clgonzalez@csupomona.edu](mailto:clgonzalez@csupomona.edu)).
- Have you customized a Student Learning Plan to fit your course and project? Students must complete a Student Learning Plan, to clarify each student's responsibilities as they relate to the service activity. A sample is available at: [http://academic.csupomona.edu/ccsl/\\_docs/Learning\\_plan.doc](http://academic.csupomona.edu/ccsl/_docs/Learning_plan.doc).

At most SREB flagship universities, an office, center or program with the mission of encouraging the proliferation of service learning courses exists. Providing course development support for faculty is one of the ways in which this mission is accomplished. These offices/centers/programs often provide grants for faculty incorporating service learning into their courses. The following table presents an overview of the units that provide course development support at each of the 23 SREB flagship universities.

**Figure 8: Offices that Assist with Development of Service Learning Courses**

Institution	Office	Services*
University of Alabama	Center for Ethics and Social Responsibility	Faculty Fellows in Service Learning Program; Service Learning Awards; Grants and Funding; Service Learning Pro; Workshops; Designation of Service Learning Courses; Lectures; Service Learning Consultation Team; Service Learning Advisory Committee; Conferences; Course Development Support
University of Arkansas	--	--
Florida State University	Center for Leadership & Civic Education	Assistance with Service Learning Course Development
University of Florida	Center for Leadership & Service	Provides educational programs, workshops and conferences; Coordinates community service, leadership, and service learning opportunities for students; Develops reciprocal relationships with the community in order to best serve all parties; Serves as a resource and trainer for faculty and staff on these topics
Georgia Tech	Office of Community Service	Assists faculty with coordinating service-learning courses
University of Georgia	Office of Service Learning	Faculty Development Seminars; Engagement Awards; Newsletter**
University of Kentucky	James W. Stuckert Career Center	Mini-Grant Program; Course Development Support; Course Development Resources
Louisiana State University-Baton Rouge	Center for Community Engagement – Learning - Leadership	Distributes Campus Compact Grants; Seminars; Liaison between Faculty and Community; Course Development Support; Course Development Resources; Trouble-shooting; Service Scholarship; Service Awards; Publicizing Courses; Collecting Research Data
University of Maryland-College Park	Office of Community Service-Learning	Assists faculty with service-learning projects, service-learning course development, reflection, and programming
Mississippi State University	--	--
University of Mississippi	--	--
North Carolina State University	The Center for Excellence in Curricular Engagement	Training and Support; Collaborative Program and Partnership Development; Scholarship

Institution	Office	Services*
University of North Carolina-Chapel Hill	Carolina Center for Public Service	Grant Awards; Public Service Awards; Faculty Engaged Scholars Program; Tar Heel Bus Tour; Community-Campus Partnership for Tomorrow; Dialogue on Engagement; UNC Tomorrow
Oklahoma State University-Main Campus	Service Learning Volunteer Center	Service Awards, Advocating Service Learning
University of Oklahoma	Program for Instructional Innovation	Innovation Grants; Workshops; Seminars; Course Development Support; Assistance with Assessment
Clemson University	Office of Teaching Effectiveness and Innovation	Support Service-Learning Course Development; Consulting on Grants; Workshops
University of South Carolina	Center for Teaching Excellence	Consultations
University of Tennessee	--	--
Texas A&M University	--	--
University of Texas-Austin	Volunteer and Service Learning Center	Placement; Waivers; Service Learning Contracts; Course Development Support; Grant Assistance; Technical Assistance
Virginia Tech	Center for Student Engagement and Community Partnerships	Course Development Support; Faculty Development Opportunities; Logistical Assistance; Awards; Documentation
University of Virginia	Office of University Community Partnerships	Community Engagement Grants; Course Development Support
West Virginia University	Center for Civic Engagement	Course Development Support; Funding Program
* We only include the functions related to service learning/community engagement course development.		
** Please note that many of the links on the office's website were down, and hence all functions served by the office may not be listed.		
Source: The Hanover Research Council		

### *Approval*

At the University of San Francisco, the final determination regarding whether courses receive a Service Learning designation resides within the individual schools and colleges. Individual department and curriculum committees “weigh the number of SL courses offered/required in a particular discipline against the total curricular burden that students carry (e.g., a student should not be taking more than two SL designated courses per semester).”<sup>44</sup> The respective curriculum committees establish explicit criteria for internships within the SL designation (i.e., paid internships must meet all SL criteria and make a significant case for inclusion).

<sup>44</sup> “Contemplatives in Action: Service Learning at USF,” *op. cit.*

At Duquesne University, “To receive the ‘SL’ designation all courses, including degree required internships and field education experiences, must be approved as meeting the University’s service learning criteria by the Service Learning Advisory Committee’s subcommittee charged with vetting courses proposed for an SL designation.”<sup>45</sup> The Office of Service Learning (OSL) provides faculty course development support and serves as a liaison between faculty and the community. The Service Learning Advisory Committee, made up of community members and faculty representatives from the McAnulty College and the Duquesne schools, advises the OSL. “A subcommittee of this Advisory Committee assesses course syllabi and assigns the SL course designation to the courses that meet the specified criteria. SL proposals with accompanying syllabi are to be submitted to the Director of the University Core Curriculum.”<sup>46</sup>

The approval of “Service Learning” designation at Northeastern University is the responsibility of the Service Learning Coordinator. Faculty must “submit syllab[i] and S-L related course material with necessary criteria incorporated into the document(s), to the Service-Learning Coordinator ... by the specified dates (TBA) to allow time for approval of the request for designation and notation to be included in the course catalog.”<sup>47</sup> Information required includes a clear description of how the service experience will be evaluated and measured, an “overview of the nonprofit organization(s), the need(s) being addressed, and the service role(s) and/or project,” and “expectations and responsibilities of students (e.g. start and end dates, transportation, time requirements, community contracts).”<sup>48</sup>

At the University of Central Florida, service learning course approval requires the submission of a paragraph summary of how the proposed service learning activities will meet course objectives and community needs, a statement indicating willingness to provide evaluation data as required by the Service Learning Coordination Office upon completion of the course, and the syllabus and course materials to the Service Learning Coordination Office.<sup>49</sup> Syllabi and course materials to be submitted must include an explanation of the type of service learning activities that will be used to meet course objectives, a description of how students will make contact with the community organizations, and a description of the reflection component. Certification is approved by a committee appointed by the Dean of Undergraduate Studies.

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<sup>45</sup> “University Core Curriculum: C. Service Learning Requirement,” Duquesne University. Available online at <<http://www.servicelearning.duq.edu/documents/ServiceLearningRequirement.pdf>>

<sup>46</sup> *Ibid.*

<sup>47</sup> “Service Learning Course Designation Process,” Northeastern University. Available online at <<http://www.neu.edu/servicelearning/faculty/designation.html>>

<sup>48</sup> “Service Learning Course Development Grants,” Northeastern University. Available online at <<http://www.neu.edu/servicelearning/faculty/development.html>>

<sup>49</sup> “Criteria and Procedure for Service-Learning Course Approval,” University of Central Florida, *op. cit.*

### Notation

The California Campus Compact identified common criteria for designating a particular course a “service learning course,” and it has also identified common practices concerning the notation of service learning. According to this document, there are three ways in which service is typically notated on a transcript:

- ❖ **Non-Credit Internships:** Internship duties are performed in a community service position and do not generally receive academic credit but appear with a non-credit notation on the transcript.
- ❖ **Service-designated Course:** Service-learning courses are designated on the transcript either by the course title (for example, at University of Redlands, CSAC is the abbreviation for Community Service Activity Course, and that is the way students’ service experiences are noted on the transcript), or by the addition of a letter (for example, at California State University, Fresno, faculty submit a request for the designation—an “S” next to the course title—that goes into the bulletin, the schedule, and also onto the students’ transcript as service notation). Faculty must get approval for a course to be designated as a service-learning course (see common criteria [above]).
- ❖ **Unit Add-Ons:** Some universities allow students to add a one-unit course to any regular course they are taking, and this one unit is earned through participation in community service. The campus’ community service office is typically responsible for coordinating these add-on courses, including assisting students with agency placement and leading reflection sessions.<sup>50</sup>

The following table presents a non-comprehensive list of colleges and universities that note service on transcripts.

**Figure 9: Examples of Colleges and Universities that Note Service on Formal Transcripts**

State	Institutions
Alaska	University of Alaska, Anchorage
Arizona	Mesa Community College
Arkansas	Ouachita Baptist University
California	California State University, Bakersfield; California State University, Fresno; California State University, Fullerton; San Diego Mesa College, University of Redlands; University of San Francisco
Colorado	Colorado College; The University of Denver
Connecticut	Connecticut College
Florida	Brevard Community College; Florida Gulf Coast University; Florida State University; Jacksonville University; University of West Florida
Georgia	Brenau University
Iowa	Central College
Illinois	Dominican University; Rockford College

<sup>50</sup> Taken verbatim from “A Compilation of General Information on Documenting Service and Service Learning in Higher Education,” *op. cit.*

State	Institutions
Indiana	DePauw University; Taylor University
Louisiana	Tulane University
Massachusetts	Mount Ida College; Mount Wachusett Community College; Wheaton College, Northeastern University
Maryland	University of Maryland, Baltimore County
Maine	University of Maine at Machias
Michigan	Central Michigan University; Michigan State University; University of Michigan-Flint
Minnesota	Century College; Inver Hills Community College; Fergus Falls Community College
Missouri	Missouri State University; University of Missouri
Montana	Flathead Valley Community College
North Carolina	North Carolina Central University
New Jersey	Ramapoo College of New Jersey; Richard Stockton College of New Jersey
New York	Adelphi University; Elmira College; St. John's University
Ohio	Defiance College
Pennsylvania	Allegheny College; Alvernia College; Cabrini College; College Misericordia; Juniata College; Lycoming College; Saint Joseph's University
Rhode Island	Johnson & Wales University; New England Institute of Technology; Roger Williams University
Utah	Brigham Young University; Salt Lake Community College
Virginia	Appalachian School of Law
Vermont	Champlain College; Goddard College; Southern Vermont College; Sterling College
Washington	Central Washington University, Seattle Central Community College
West Virginia	Fairmount State College; University of Charleston

Source: The California Campus Compact (2003)

Indiana University provides an example of a notation system for the broader category of experiential learning. The goal of this system is to allow the University to “more fully track the richness and variations of students’ experiential learning.”<sup>51</sup> The following types of courses were identified as falling under the category of “experiential learning”: clinical education, cooperative education, field work, internships, practica, service learning, student teaching, and study abroad. The following designators can be applied to any of these courses:

- ❖ **Community-based research:** This includes, but is not limited to, e.g., field work courses, in which students complete research collecting data in a community setting and/or sharing findings with community entities in a service-learning course or an internship.
- ❖ **Service-learning:** Courses in which students participate in service learning as defined above.
- ❖ **Community:** Courses in which students spend a significant amount, e.g., one-third, of their time in a community setting in ways that contribute to learning objectives of the course.
- ❖ **Immersion:** Courses in which students are immersed in a culture different from one’s own while extending the study of the course content. Such courses

<sup>51</sup> “Official Transcript: Experiential Learning Notations on Indiana University Official Transcripts, Indiana University-Perdue University Indianapolis (2006). Available online at <<http://registrar.iupui.edu/transcript/tran-experiential.html>>

include, but are not limited to, courses taken as part of a study abroad experience. They may also include field work, practica, internships, and all other categories defined above, provided such experiences involve immersion in a culture different from that of the student.<sup>52</sup>

From these designators, the following experiential learning notations were developed and are currently available for assignment:

- ❖ Community Based Research (EL01)
- ❖ Organized Community Service Activity (EL02)
- ❖ Significant Time in Community Setting (EL03)
- ❖ Immersed in Different Culture (EL04)
- ❖ Community Based Research & Organized Community Service (EL12)
- ❖ Significant Time in Community Based Research (EL13)
- ❖ Community Based Research in Different Culture (EL14)
- ❖ Significant Time in Organized Community Service (EL23)
- ❖ Organized Community Service Immersed in Diff Culture (EL24)
- ❖ Significant Community Time Immersed in Diff Culture (EL34)<sup>53</sup>

For those students who satisfy the community-based course requirement, a formal transcript notation will appear under the class on the official transcript “to more fully document the richness of the experience.”

### *Florida State*

Through the ServScript program at Florida State, hours in service to the community are recorded on students’ official FSU transcripts. Since fall 2007, students have been able to enter their ServScript hours online through the Blackboard program. However, students are asked to keep track of their service hours on paper forms and have those forms signed off by supervisors at their volunteer sites in case their hours are audited by the ServScript Review Committee.<sup>54</sup> Students are asked to distinguish between activities that were pursued through courses and those that were not for statistical purposes. The Center for Leadership and Civic Education asks students to include the course designation, section number and course instructor’s name for each service activity completed for a class.

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<sup>52</sup> Taken verbatim from *Ibid.*

<sup>53</sup> Taken verbatim from *Ibid.*

<sup>54</sup> “ServScript Program,” The Center for Civic Education and Service, Florida State University. Available online at <<http://www.fsu.edu/~service/students/servscript.htm>>

## Community Service Registries

In the following table, we provide information concerning community service registries at the flagship SREB universities.

**Figure 10: Community Service Registries at SREB Flagship Universities**

Institution	Name of Registry	Description of Registry
University of Alabama	Agency Directory/ ServiceLearning Pro	Agencies involved with the University are listed in Alphabetical order. <i>Service Learning Pro</i> is a comprehensive web-based database through which all stakeholders in the service process - including community partners, students, faculty and staff - can communicate and organize relationships.
University of Arkansas	Volunteer Solutions	The Center for Leadership and Community Engagement will be launching Volunteer Solutions this fall. Students will be able to find volunteer opportunities and track their hours with the site. At this point, volunteer opportunities are listed on the Center's website.
Florida State University	ServNews Listserv	The purpose of the Center for Leadership and Civic Engagement's newsletter is to disseminate information about upcoming projects, programs and events, as well as to post volunteer opportunities in and around Tallahassee. Emails are sent out once or twice a week with the latest information.
University of Florida		
Georgia Tech	Service Database	Students can search for service opportunities geared to their preferences concerning type of work, level of commitment and availability.
University of Georgia		
University of Kentucky		
Louisiana State University-Baton Rouge	ServiceLearning Pro	See University of Alabama.
University of Maryland- College Park	Service-Link Database	This website offers information about agencies and current volunteer opportunities in and around the Metro area. These agencies have not been approved by anyone at the University.
Mississippi State University		
University of Mississippi		
North Carolina State University at Raleigh		
University of North Carolina-Chapel Hill	Public Service Listserv	Each Monday afternoon, the Carolina Center for Public Service publishes the Public Service News, a listserv message (and web page) that contains information relevant to the University's public service mission, including information about public service opportunities.
Oklahoma State University-Main Campus	Guide to Volunteering	Includes a list of civic and service organizations, as well as an index of links to major regional and national sites in the U.S. and Canada that provide updated listings of volunteer opportunities at various organizations
University of Oklahoma	ServiceLearning Pro	See University of Alabama.

Institution	Name of Registry	Description of Registry
Clemson University	Community Partners Database	Students are able to search for volunteer opportunities by type of agency, available days, and location.
University of South Carolina	Current Service Opportunities Website	A list of service opportunities submitted by service agencies around Columbia. Students can search by opportunity dates or peruse “year-round” opportunities.
University of Tennessee		
Texas A&M University	AggieServe	This online database currently contains 189 community agency profiles and 128 short-term or ongoing volunteer opportunities. Individual students and student groups use AggieServe to search for volunteer opportunities. In the Spring semester, AggieServe received 12,700 hits for viewing agency profiles and opportunities.
University of Texas-Austin	Volunteer and Service Learning Center Database	The Volunteer and Service Learning Center database allows students to find the best volunteer opportunities based on their preferences. As of the time of writing, the database featured 441 volunteer opportunities, 206 agencies and had made 12,616 referrals.
Virginia Tech	Virtual Volunteer Fair	Features all of the non-profit and service organizations who participated in the VT-ENGAGE Volunteer Fair at Gobblerfest 2008.
University of Virginia	Outreach Virginia	Through Outreach Virginia, students can search for programs by interest type, geographic region, program type, special audience or a combination search.
West Virginia University	Community Partner Website and Viewbook	The Community Partner Viewbook can be downloaded and includes contact information, mission and volunteer opportunities for each community partner.
Source: The Hanover Research Council		

## Service Program Management Technology

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Unfortunately, we were unable to find information concerning the use of Banner or PeopleSoft in the management of service-learning programs. However, we can provide several examples of program management technology that we came across in the course of our research.

Perhaps the most widespread service learning management program is ServiceLearning Pro. ServiceLearning Pro consists of several modules: partner, faculty, student and administrative.

- ❖ **Partner Module** – The partner module maintains the partner/agency profile and project list. Partners fill out a form on the “public” website that places their profile in a temporary record in the database. When complete, SL staff is notified by e-mail. Once the SL staff approves the agency, the contact is provided access to the Control Panel where they can manage their projects and request “class matches.” Partners have access to an orientation roster and student roster by project. They can also complete the student assessment on-line.
- ❖ **Faculty Module** – The faculty members are added by SL staff. Once the faculty member is added they can manage their profile and classes through the Control Panel. They can request “project matches” from the list of approved agencies. Faculty determines how many projects students can “register” for in their classes.
- ❖ **Student Module** – Student profiles are added either through uploading the student records from a flat text file or added by the student if their profile is not found the first time they try to log in. Student information is archived by term so student “counts” can be kept on a historical basis.
- ❖ **Administrative Module** – SL administrators have full control of all modules. In addition, they have a web based html editor for all the pages on the public side of the system; e-mail message system that can e-mail to current and past participants depending on need (highly selectable); file upload system for documents, forms and PDFs.<sup>55</sup>

In the future, ServiceLearning Pro plans to offer students the ability to maintain “web logs” of their reflections and a time tracking system for student hours and the associated reports.<sup>56</sup>

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<sup>55</sup> Taken verbatim from “Features,” ServiceLearning Pro. Available online at <<http://www.servicelearningpro.com/index.cfm?fuseaction=content.features>>

<sup>56</sup> *Ibid.*

Initially developed for Boise State University, ServiceLearning Pro is now used by at least thirty-three institutions, including Louisiana State University, the University of Oklahoma, and the University of Alabama.<sup>57</sup> It should be noted, however, that the Florida Campus Compact (which includes Florida State and the University of Florida) discontinued its contract with ServiceLearning Pro after a failed pilot program.<sup>58</sup> Efforts to contact the Associate Director of the Florida Campus Compact in order to find out further details about the failed pilot were unsuccessful at the time of writing. However, in initial correspondence, Luciano H. Ramos suggested that he was happy to discuss Florida Campus Compact's experiences.

Florida State's ServScript program, through which students log both service learning and community service hours, is administered through Blackboard. The Student Service Tracking System requires students to complete profiles that include addresses, age groups that students prefer to serve, and issues on which students prefer to work.<sup>59</sup> In order to add hours, students must indicate the agencies for which they worked, the service task completed, the service learning course in which the student was involved, service beginning date, service end date, whole/quarter hours and contact information for on-site supervisors.<sup>60</sup> If the agency for which the student worked does not appear as one of the options on the drop-down menu, a student can enter it under "other" and will be contacted and audited to verify the information.<sup>61</sup> Students must submit hours on or before the last day of regular classes and hours cannot be entered for previous semesters.<sup>62</sup>

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<sup>57</sup> "Partial List of Client Schools," ServiceLearning Pro. Available online at <<http://www.servicelearningpro.com/index.cfm?fuseaction=content.schools>>

<sup>58</sup> Personal Correspondence with Luciano H. Ramos (October 14, 2008). The website concerning the pilot program can be found at <<http://www.floridacompact.org/sl-pro.html>>

<sup>59</sup> "ServScript ONLINE Directions," Florida State University. Available online at <<http://www.fsu.edu/~service/students/ServScriptinstructions.pdf>>

<sup>60</sup> *Ibid.*

<sup>61</sup> *Ibid.*

<sup>62</sup> *Ibid.*

## Universities with Experiential Education or Service Learning Requirements

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The following table presents mid-sized (5,000-10,000) to large (10,000 +) universities that require students to fulfill either an experiential education requirement or a service learning requirement.

**Figure 11: Universities with Service Learning, Experiential Education or Community Service Requirements**

Institution	2007 Total Enrollment	Requirement
<b>Service Learning Requirements</b>		
Roger Williams University	5,166	All students must fulfill the Feinstein Service Learning requirement during their enrollment at Roger Williams University. <sup>63</sup>
University of San Francisco	8,713	The baccalaureate degree candidate must complete a minimum of two courses <i>within the GEC or within his/her major</i> that integrated two mission-driven characteristics: Service Learning and Cultural Diversity. These requirements could be met by completing course sections designated as “SL” or “CD”. <sup>64</sup>
Tulane University	10,519	To complete the Public Service graduation requirements students must: (1) Successfully complete one service learning course at the 100-, 200-, or 300-level before the end of their sophomore year or fourth semester on campus and (2) During their junior or senior year (after four semesters of coursework), participate in one of the following at the 300-level of above: a service learning course, an academic service learning internship, faculty-sponsored public service research project, public service honors thesis project, public service-based international study abroad program, or a capstone experience with a public service component. <sup>65</sup>
Duquesne University	10,296	The mission of Duquesne University calls for service of others by persons with consciences sensitive to the needs of society. As part of the University Core Curriculum, every student will take a minimum of one course that includes a required Service Learning component. <sup>66</sup>
University of Wisconsin-Eau Claire	10, 593	All candidates for the baccalaureate degree at the University of Wisconsin-Eau Claire must satisfactorily complete 30 or more hours of approved service-learning activity. <sup>67</sup>

<sup>63</sup> Taken verbatim from “Institutions that Have a Service Learning Requirement,” National Service-Learning Clearinghouse. Available online at <[http://servicelearning.org/instant\\_info/links\\_collection/index.php?link\\_set\\_id=1&category\\_id=112#category13](http://servicelearning.org/instant_info/links_collection/index.php?link_set_id=1&category_id=112#category13)>

<sup>64</sup> Taken verbatim from “Contemplatives in Action: Service-Learning at USF,” *op. cit.*

<sup>65</sup> Taken verbatim from “Public Service Graduation Requirement,” Tulane University. Available online at <<http://tulane.edu/cps/about/graduation-requirement.cfm>>

<sup>66</sup> Taken verbatim from “University Core Curriculum: C. Service Learning Requirement,” Duquesne University, *op. cit.*

<sup>67</sup> Taken verbatim from “University Graduation Requirements: Baccalaureate Degrees,” *University Catalogue, 2008-2009*, University of Wisconsin-Eau Claire. Available online at <<http://www.uwec.edu/Registrar/catalogues/current/graduation.htm>>

Institution	2007 Total Enrollment	Requirement
<b>Experiential Learning Requirement</b>		
Monmouth University	6,494	The Experiential Education requirement may be completed in many ways, including through a cooperative learning placement, an internship, a service learning project, an experiential education course, or study abroad for a semester. <sup>68</sup>
Northeastern University	17,641	Northeastern's core curriculum requires all undergraduates to pursue at least one integrated experiential learning opportunity that includes formal reflection on how the experience expanded their knowledge and understanding. Students may pursue co-op[s] to fulfill this requirement, but can also partake of dynamic opportunities in research, service learning, study abroad, clinical and professional practica, and internships. <sup>69</sup>
UNC-Chapel Hill	28,136	Courses can fulfill the Experiential Education requirement by meeting one of the following criteria: university research, a course with a substantial field trip or fieldwork component, departmental or university-unit internship or experiential independent study, direct and sustained engagement in a creative process, or study abroad. <sup>70</sup>
<b>Community-Based Learning/Community Service Requirements</b>		
North Carolina Central University	8,383	NCCU's Academic Community Service Learning Program (ACSLP) ... guides students in two directions to comply with the requirement - community service and academic service learning. <sup>71</sup>
Portland State University	24,963	The senior capstone graduation requirement involves community-based learning at Portland State University. <sup>72</sup>

In addition, while it has not yet required service learning or community engagement, Virginia Tech has asked students, faculty, and staff to perform at least 10 hours of service per academic year<sup>73</sup> in order to meet the challenge of completing 300,000 hours of community service before the end of the Spring semester to honor the memory of those lost in the shooting tragedy on campus on April 16, 2007.<sup>74</sup>

<sup>68</sup> Taken verbatim from "Experiential Education," Monmouth University. Available online at <<http://www.monmouth.edu/academics/LCAC/EXED/default.asp>>

<sup>69</sup> Taken verbatim from "Experiential Core Requirement," Northeastern University. Available online at <<http://www.neu.edu/experiential/experientialcore/index.html>>

<sup>70</sup> "Faculty Resources for Developing EE Courses," The Office of Undergraduate Curricula. Available online at <<http://www.unc.edu/depts/uc/eeresources.html>>

<sup>71</sup> Taken verbatim from "Academic Community Service," North Carolina Central University, *op. cit.*

<sup>72</sup> Taken verbatim from "Institutions that Have a Service Learning Requirement," *op. cit.*

<sup>73</sup> "Mission," VT Engage, Virginia Tech. Available online at <<http://www.engage.vt.edu/mission/>>

<sup>74</sup> "Teach for Madame," VT Engage, Virginia Tech. Available online at <<http://www.engage.vt.edu/teachformadame/>>

## Note

This brief was written to fulfill the specific request of an individual member of The Hanover Research Council. As such, it may not satisfy the needs of all members. We encourage any and all members who have additional questions about this topic – or any other – to contact us.

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